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ABSTRACT

The evaluation report is one of seven produced for the Occupational Exploration Program (OEP), a series of simulated occupational experiences designed for junior high school students. Describing the pilot testing of the simulation dealing with advertising, the report contains sections describing the simulation context, evaluation procedures, results, and a Reviser's Information Summary (RIS). In the simulation, students utilized market research findings to develop magazine advertisements and radio and television commercials for the product, Baddle, an indoor skill game. Occupational roles included account executive, market/media research positions, graphic/layout artists, TV/radio producers, and audio technician. The experimental design involved two Colorado schools, with a total of four experimental and four contraol groups involving 82 eighth and ninth graders. Instrumentation included knowledge and affective testing, student and teacher questionnaires, and a panel review. Analysis of variance and other descriptive statistics were employed, and reliability estimates were calculated. Analysis of variance results revealed that the simulation had a positive impact on student occupational knowledge and preferences. The RIS records and extrapolates trends related to the strengths, weaknesses, and recommendations from all data sources. Appended materials include the evaluation instruments used, observer form, and an example of student product. (MW)

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ED106507

CREATING AN ADVERTISING CAMPAIGN

AN EVALUATION REPORT FOR THE OCCUPATIONAL EXPLORATION PROGRAM

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ABSTRACT

FEB 28 1975

CREATING AN ADVERTISING CAMPAIGN

EVALUATION REPORT FOR THE OCCUPATIONAL EXPLORATION PROGRAM

By: James W. Altschuld; Janice Lave; Roger Brown; Sandra Pritz

This report is one of seven evaluation reports produced for the Occupational Exploration Program. The Occupational Exploration Program (O.E.P.) is funded by the National Institute of Education and is a joint development effort of The Center for Vocational Education (The Ohio State University) and the Jefferson County, Colorado public schools. O.E.P. is a series of experiences designed to provide junior high school students with the opportunity to explore occupations. One of the major vehicles for exploration is the simulation technique. In 'FY' 1974, 12 simulations were developed and seven of those twelve were pilot tested. This report describes the pilot testing of the simulation dealing with advertising. The report contains sections describing simulation context, evaluation procedures, results and a Revisor's Information Summary (RIS). The RIS is useful for a variety of purposes and includes the strengths of the simulation as well as its weaknesses. Below is a synopsis of the specific content of the report.

SIMULATION CONTEXT: In this simulation, students are asked to construct an advertising campaign for the product, Baddle, an indoor skill game. Market research findings are used to determine criteria for the campaign. Utilizing the research findings students develop a magazine advertisement and radio and television commercials. The occupational roles in this simulation include account executive, market research director, market researchers, media researchers, graphic artist, T.V. producer, radio producer, audio technicians, and layout artists. EXPERIMENTAL DESIGN: For evaluating this simulation, 4 schools, two from Jefferson County, Colorado and two from Denver, Colorado were used, each school having one experimental and one control group. A teacher facilitated the implementation of the simulation with each experimental group. The experimental groups and control groups consisted of 8th and 9th graders: 33 students in the four experimental groups; 49 students in the four control groups. A modified laboratory or quasi-experimental setting was utilized for product tryout. INSTRUMENTATION: A 32 item multiple choice knowledge test, "What Do You Know?", and a 6 item affective test, "What Do You Like?" were administered as pre- and posttests measuring student knowledge gain and attitudinal change. The student post-module questionnaire, "What Do You Think?", administered to the experimental group after completion of the simulation, measured student perceptions of the module. Two teacher questionnaires and two panel reviews were designed to obtain teacher perceptions of the simulation. Observers were utilized to collect additional information about module implementation. ANALYSIS: The knowledge test and affective test results were derived through analyses of variance. Other descriptive statistics were employed where appropriate (i.e., frequency, percentage, percent change). Reliability estimates were calculated to obtain the internal consistency estimates of the knowledge test and to determine inter-coder and intra-coder

assessment for the attitude scale. RESULTS: The ANOVA results reveal that the simulation had a positive impact on 1) student knowledge in the advertising field ($p \leq .001$) and 2) student occupational preferences ($p \leq .01$). This is also corroborated by student and teacher comments collected from questionnaire data. REVISOR'S INFORMATION SUMMARY: The RIS was designed to not only assist revisors to assimilate information collected during the pilot-test, but also as a unique way of summarizing the data. The summary is a record of the strengths, weaknesses and recommendations for revisors from all data sources (i.e., student tests, student questionnaires, observer forms, teacher questionnaires, etc.). Trends have been extrapolated which list the most apparent strengths, weaknesses of the simulation as well as recommendations to be considered in the revision of the simulation.

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An evaluation report is usually a product of the endeavors of many individuals. The authors of this report therefore wish to thank:

1. Patricia Shively for helping in the development of all of the instrumentation used in the evaluation of this module;
2. The teachers, administrators, and students in Jefferson County, Colorado and Denver, Colorado who, by participating in the use of educational materials and in the testing of those materials, made this evaluation report possible;
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4. The eleven project staff members identified on the cover, who, by their support, expertise and/or direction contributed to the production of this report.

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CREATING AN ADVERTISING CAMPAIGN

I. Brief Description of the Module

The Advertising Module is designed to provide students with the opportunity to explore the profession with regard to different kinds of jobs and working conditions. In performing the roles in this module, the students construct an advertising campaign for the product Baddle, an indoor skill game. They use market research findings to determine criteria for the campaign. Then they proceed through the simulation until their final products are completed (i.e., magazine advertisement, radio and television commercials). There are eight components in the simulation: a preview*, a preparation phase, five tasks or activities comprising the participation phase, and a summary.

The Preview begins with the students reading a general handbook to gain an understanding of the relationship between communication and advertising. Then students are introduced to various communication strategies and skills by playing a game entitled Madison Ave. The game was designed to serve three purposes: 1) develop student motivation and interest in advertising occupations, 2) provide an active "hands-on" exploratory experience, and 3) provide and information base from which to make a decision to participate in the simulation.

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*Prior to the preview, the students have seen a slide-tape presentation and/or read a booklet entitled Introduction to Simulation.

All students who elect to participate then proceed to the Preparation Phase. In this phase, students review the various jobs in the simulation in order to select the ones they might like. The components are as follows: 1) a general handbook specifying the progression of activities for the phase, 2) the Bob Evans advertising campaign video tape which closely resembles student activities in the simulation and reviews most of the major roles contained in the simulation, 3) a Job Review Form with which students review the specific jobs contained in the simulation, 4) a Job Preference Sheet on which students indicate preferences for the jobs they want in each task of the simulation through a ranking process, and 5) the Davis and Davis Job Schedule on which the role decisions are recorded. Through the simulation, the students are changing roles so that in the various phases of the simulation each student experiences many different occupational functions.

In Task I (Market Research) of the Participation Phase the students read Handbook One and view a slide tape presentation about Market Research which introduces them to the functions of the roles of Account Executive, Market Research Director, and Market Researchers. Students then receive their job-specific envelopes which set the stage for their first meetings to discuss the product - Baddle, a new game.

The game is played briefly by the group in the first meeting, and the market research information is summarized individually. The summaries are synthesized into a Market Research Profile in the second meeting. The task concludes when Reaction Records are completed by each student. The Reaction Records are used as guidance tools for the students to assess their feelings about or reactions toward the different roles they played within the simulation and are completed at the end of each task.

The activities of Task II (Media Research) are structurally similar to Task I. After students read Handbook 2 and/or the slide-tape presentation is viewed, students select their appropriate job envelopes and familiarize themselves with the contents. Each student has a job or function in Task II different from the one he/she had in Task I. The Media Research Director then conducts a meeting to explain the research process. After the meeting, the Media Researchers gather their media research information and summarize it individually. When the Media Research Director determines that the research has been completed, he calls a second meeting to synthesize the research information into a Media Research Profile.

Task III is divided into three subtasks; Task IIIA - A Brainstorming Session, Task IIIB, Creating the Rough Draft, and Task IIIC - Creating the Final Draft.

For Task IIIA students read part 3A of Handbook 3, "Creating an Advertising Campaign for Baddle" and then may view the slide-tape presentation. Following this introductory material, students select and begin to work with role-specific job packets. The roles chosen by students in Task III remain the same throughout all 3 parts of Task III.

When the group has completed the reading, the Creative Director takes charge of a brainstorming session. The brainstorming is completed when the group constructs three word pictures - one each for magazine, radio, and television advertisements. These word pictures are to be used in the conceptualization of the rough drafts of the actual advertisements and/or commercials.

Task IIIB opens with Handbook section 3B and a slide-tape presentation. Then students gather their role specific material and begin working in three groups as outlined in the handbook. Students are responsible for creating a rough draft of the actual ad or commercial from the frame of reference provided by the word picture.

Students then read the last handbook section marked Task IIIC. They continue working in groups and finalize their scripts according to the criteria established in the workbook. The task is finished when all groups have completed their final drafts and Reaction Records. (Appended to this report is an example of a magazine advertisement completed by students during Task III.)

Task IV (Producing the Radio Commercial) opens with the students reading a handbook and viewing a slide-tape presentation. Students select new roles for Task IV and use the corresponding job-specific envelope. The Producer-Director takes charge and sets up a meeting to familiarize everyone with the scripts. He then conducts two other meetings to organize the production preliminary to taping. When the taping and Reaction Records are completed the task is finished.

Task V (The Television Commercial) consists of a handbook, slide-tape presentation, job-specific envelopes to correspond with new roles. The television Producer-Director conducts a meeting with the staff to familiarize them with the commercial script and the various requirements of its production. Other organizational meetings are held before the assembly of sets, the choosing of locations for shooting, and the setting up of equipment. The production may involve the use of slides or video tape, whichever is most convenient for use in the simulation. A camera is included for taking slides. After the slides are made an audio-tape of the copy is constructed to accompany them.

In the Summary students reflect upon the activities in the simulation. After reading a general handbook, each student gathers his Reaction Records and uses them to answer questions on the Reaction Record summary form. Students have the option of presenting their commercials to some outside group. The final activity of the simulation is a discussion with Reaction Record summaries used as a reference source.

The estimated time requirements for the various components of the simulation are depicted in Table I.

TABLE I - Estimated Time Required for Simulation Components

Simulation Component	Estimated Time in Class Periods*
Introduction to Simulation	1 - 2
Preview	3 - 4
Preparation Phase	1 - 1 1/2
Task I	2 - 3
Task II	1 1/2
Task IIIA	1 - 2
Task IIIB	1 - 2
Task IIIC	1 - 2
Task IV	1
Task V	2
Summary	1 - 2
Total	15 1/2 - 23

*A class period is assumed to contain a minimum of 45 minutes.

II. Description of Evaluation Procedures Employed

A. Specific Sample Used

1. Schools - For this module two Jefferson County and two Denver schools were used. In each school there was one experimental and one control group. The schools and the teachers were selected via discussion with administrators and teachers in each of the districts. A brief description* of the schools follows.

Alameda Junior High School (Grades 7-9), Jefferson County.

Alameda Junior High School is a small school with approximately 700 students in grades seven through nine. It seems to have a fairly stable school population in that school records indicate that over seventy percent (72%) of the ninth grade population have been in this particular school for three consecutive years. Additionally, very few of the ninth graders have attended more than two elementary schools. Lorge-Thorndike tests administered at the school indicate a fairly normal distribution of student ability. The distribution of parental occupations shows that 48 percent of the mothers are working and that almost 54 percent of the fathers are in managerial, professional, or skilled positions. The school population is primarily Caucasian (93 percent) with the remaining seven percent coming from other minority groups.

Wheat Ridge Junior High School (Grades 7-9), Jefferson County.

Wheat Ridge Junior High School is a small school with approximately 725 students in grades 7-9. Twenty students are classified as mentally retarded. Generally, the school draws its student body from a middle class, blue collar area. About 30 students come from families receiving Aid to Dependent Children (ADC), and many students are from divorced homes. The area of Jefferson County served by this school has many older single family houses. There is a sizeable retired subgroup within the area population. The students are primarily white (~93%) with the rest (~7%) having Spanish surnames. The school reports that standardized test results indicate that school scores are improving and that it is either at or above district norms in most cases.

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*Descriptions were obtained by John Radloff of the Jefferson County project staff.

Hamilton Junior High School (Grades 7-9), Denver.

Hamilton Junior High School is a large school with approximately 1,600 students enrolled in grades seven through nine. The area served by the school is quite large and over sixty percent of the students at Hamilton are bussed in each day. The students generally come from the middle income range but there are some students from upper income areas. Student achievement seems to be relatively high. (According to the assistant principal, over half of the seventh grade students maintain a B or higher academic average.) The racial make-up of the school is estimated to be 80 percent Caucasian and about 20 percent in minority groups. Further specification of the population was not available for this school.

Lake Junior High School (Grades 7-9), Denver.

Lake is a large Denver junior high school with well over a thousand students. Although demographic data was not available at the time of this writing, several factors about the school are known. First, it has a sizeable percentage of students with Spanish surnames. Secondly, Lake has a high rate of absenteeism. (As soon as additional data becomes available it will be appended to this report.)

2. **Teachers**

In each of the four schools, one teacher implemented the module with the experimental group of students. The following table contains a brief description of the experimental group teachers and the method by which they participated in the study.

Table 2 - Description of Experimental Teachers

	Alameda	Wheat Ridge	Hamilton	Lake
Sex	Female	Female	Female	Female
Subject Area Specialty	Language Arts	Physical Education	Language Arts	Language Arts
Had prior experience with simulation techniques	Yes, previous experience with OEP Education Module	No	No	No
Participation selected/ or volunteered	Volunteered	Volunteered	Volunteered	Volunteered

3. Students

In the following table the sample size, or number of students participating in the experimental and control groups by school and by sex, is given. The results indicate that there was a greater proportion of females than males in the control and experimental groups.

Table 3 - Frequency* of Experimental and Control Participants by School and Sex

School	Alameda		Wheat Ridge		Hamilton		Lake		Total	
	Experimental	Control	Experimental	Control	Experimental	Control	Experimental	Control	Experimental	Control
Males	5	2	4	7	3	5	1	5	13	19
Females	5	6	5	7	5	10	5	7	20	30
Total	10	8	9	14	8	15	6	12	33	49

*The frequency is based on participants with complete pre- posttest data sets.

The experimental group participants were selected or volunteered from the following classes: Alameda - eighth grade students were randomly selected by the teacher from a language arts class; Wheat Ridge - the teacher selected from an eighth grade language arts class students who had interest in being in the simulation; Hamilton - ninth grade students volunteered from a study hall; and Lake - ninth grade students volunteered from a language arts class.

At Alameda, the teacher described the students as being very able readers. The students were all very eager and enthusiastic about being in the simulation.

At Wheat Ridge, the teacher indicated that the students had a distaste for reading and didn't read the booklets. The sudents in the group represented two different "cultures" and had difficulty in working well with each other.

At Hamilton, the teacher felt the students either volunteered for the simulation in order to get out of study hall or were interested in the area of simulation.

The method by which the control groups were obtained is not totally clear.* In the testing of 4 modules in the Spring of 1974 it was not feasible for one individual to administer the tests. Therefore in each school either the experimental group teacher or another educator selected and administered the tests to a control group. It was suggested that testers try to select or sample students similar to those in the experimental group, i.e., if the experimental group was an English class then the tester was instructed to obtain a second English class for the control group. It is assumed that, to the extent possible, these diections were carried out.

In summary, the sampling was far from ideal. It was impossible to conduct more systematic sampling due to program and organizational constraints within buidlings. It should be noted that experimental results are based only on students who completed both the pre- and posttest. There was sample loss in the testing of the module as described in the following table.

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*The time and monetary allocations for the pilot test precluded the use of extensive checks on the sampling procedures in the field.

Table 4 - Frequency and Percent of Sample Loss by Group

	Original Total	Sample Loss	Percent of Total
Experimental	46	13*	28.3%
Control	75	26	34.7%
Total	121	39	32.2%

*Twelve of the thirteen subjects were from one junior high school

Sample loss is always difficult to account for in an experimental situation. Some students may have been sick or otherwise out of the classroom during the pre- or posttesting time. Some students may simply have avoided taking the test.

The logistical set-up for the test of this module required that an administrator be present at each testing session. Given the available manpower in the field, provisions for testing students who missed a session were not made. The sample loss in this instance is more than one would like to see. Due to factors such as cost, time, etc., it would be difficult to attempt to collect information which would help to explain the sample loss. Therefore the results of the experimental design should be reviewed carefully and the results judged only in accordance with other evaluation data.

II. B. Types of Classes or Groupings

Knowledge of the type of class or group setting in which the module has been tried is important information in regard to interpreting the module results. For the 4 modules tested in the Spring of 1974, a modified laboratory setting was utilized. Either a classroom or a space within a library was set aside for use by students participating in the module.

When necessary, special equipment (e.g., video tape machines, sound on slide projectors, etc.,) was provided and if possible, stored in the space designated for the project. It was felt that this specialized area would tend to:

- reduce the number of competing or distracting factors for the simulating group;
- be representative of one way in which a school could implement the OEP program;
- reduce the necessity of moving equipment around from period to period; and
- provide a place for students to store materials from one simulation day to the next.

All experimental groups were conducted in this specialized or quasi experimental type of setting. Testing was also generally carried on within this setting.

II. C. Experimental Design as Implemented

There were two constraints on the implementation of the design as specified in the proposal for this module. Given the relatively small sample size, a decision was made not to include sex as a variable. This eliminates the possibility of studying the test scores of males versus females, but inclusion of this variable would so reduce the cell size as to make meaningful interpretations difficult at best. The second constraint concerns the way in which the field test design was implemented. Four schools were tested, two classrooms or groups per school. Within each school one group was the experimental treatment and the other, the control treatment. It is apparent that no estimates of between class variability can be computed and that any unique classroom effects are confounded with treatment effects. However, the test of treatments and associated interactions is assumed to valid.* The design is depicted schematically in Figure 1 on the following page.

The analysis will be the same as designated in the project proposal for the Occupational Exploration Program (FY '74) with the exception that the sex variable has been deleted and two schools were added. Of key interest will be the interaction between the experimental-control variable (B) and the pre- and posttest variable (C). If the module has had an impact upon students, a significant interaction would be expected with the source of the interaction being a sizeable experimental group gain on the posttest. Separate analyses will be run for the total cognitive test scores as well as for one dimension of the attitudinal scale. The analyses will be in accordance with the abbreviated summary table shown on page 16.

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*This statement is based on the presumption that there were no unique classroom effects, one that is supported in earlier field trials. The reader should note that this design was implemented only after consideration was given to the practical aspects of implementing the design. It was the most feasible one given the field situation.

Figure 1 - Schematic of the Experimental Design for the Communications (Advertising) Module.

		Pretest	Posttest
Alameda (Jefferson County)	Experimental	S_1* . . . S_n	S_1 . . . S_n
	Control	S_1 . . . S_n	S_1 . . . S_n
Wheat Ridge (Jefferson County)			
Hamilton (Denver)			
Lake (Denver)			

*In order for a student's scores to be included in the analysis, he would have had to participate in both the pre and posttest.

Table 5 - Partial Anova Summary Table
For the Communications(Advertising) Module

Source		df	Potential F Test
	Between Students	abn-1	
Term No.			
1	A	a-1	1/4
2	B	b-1	2/4
3	AB	(a-1)(b-1)	3/4
4	D/AB	ab(n-1)	
	Within Students	abn(c-1)	
5	C	c-1	5/9
6	AC	(a-1)(c-1)	6/9
7	BC	(b-1)(c-1)	7/9
8	ABC	(a-1)(b-1)(c-1)	8/9
9	CD/AB	ab(c-1)(n-1)	
	TOTAL	abcn-1	

The independent variables for this module are described below:

Variable	Description	Type
A	Schools (Alameda, Wheat Ridge, Hamilton and Lake)	Fixed; between S's
B	Treatment (experimental vs. control)	Fixed; between S's
C	Testing (pre. vs. post)	Fixed; within S's (repeated measure)
D	Students	Random; nested within AB combinations

II. D. Instrumentation - Instrument Specifics

1) Knowledge Test - What Do You Know? (The test is appended to this report.)

The knowledge test for the advertising module consisted of 32 multiple choice questions. There were 29 questions with four distractors and one correct answer each, and 3 questions with 2 distractors and one correct answer each. The latter concerned choosing the correct skills for given job titles.

In general, the questions were at a low comprehension level in relation to the Bloom Taxonomy. Three basic dimensions were emphasized in the test: responsibility, process, and tools. Below are examples of questions representing the three basic dimensions. An example of a responsibility question is:

Test Question #15

Layout artists who help in the production of TV ads perform which of the following functions?

a. Designing television scenes and settings.
b. Lettering the titles and captions for ads.
c. Editing Video tapes for ads from an artistic standpoint.
*d. Organizing the flow of action in the ad.

*Denotes correct response.

Job responsibility questions generally deal with who has the responsibility for getting a certain job done, or who has responsibility for making decisions at a certain point in time, etc. There were 9 responsibility questions included in the knowledge test.

The 19 process questions on the test deal with understanding the nature of steps involved in creating an advertising campaign. The student must develop an understanding of the sequence of activities that occur throughout the planning, creative, and production stages of creating an advertising campaign. An example of a process question is as follows:

Test Question #16

Suppose that an advertising company has been asked to create a campaign for a hair dye. The results of a research study were as follows:

% Of All People Who Dye Their Hair

Age	Male	Female
15-30	1%	21%
30-45	3%	38%
45-60	5%	32%

To what group should the advertising campaign be directed for best results?

a. Males 30-45
b. Females 15-30
*c. Females 30-45
d. Males 45-60

*Denotes correct response

The 4 tool items on the test deal with the trade devices such as survey research methods and equipment used by advertisers in different phases of their work. An example of a tools item:

Test Question #5

Which of the following tools would be used by a market researcher in the advertising field?

a. Hidden cameras
*b. Surveys and interviews
c. Television and radio ads
d. Record player

The following table shows the breakdown of the test items by test content and by the process, tool, and responsibility dimensions. The content has been subdivided into two areas: general information and specific occupations. The test was designed to cover most of major aspects of content present in the module.

Table 6 - Analysis of Table Content

	Process	Responsibility	Tools	Total
General Information	16	1	3	20
Specific Occupations				
Account Executive		3		3
Market Research Director		1		1
Market Researcher	1	1	1	3
Radio Producer/Director		1		1
Copywriter	1			1
Story Board Artist	1			1
Layout/Graphic Artist		2		2
Total	19	9	4	32

2) Affective Test - What Do You Like? (The test is appended to this report).

The affective test was designed to measure student attitudinal change. The first six questions asked the student if he/she would like to try doing an activity. The student could respond in one of four ways to the item:

(1) Yes, I would like to try this.
(2) No, I would not like to try this.
(3) I'm uncertain about trying this.
(4) I don't have enough information to know if I would like to try this.

The scale is scored so that the stronger the preference for trying to do an activity, the higher the score. Thus, yes and no responses receive the same scale value of 3, uncertain responses receive a 2, and not enough information types of responses receive a value of 1. These values are then summed and used in the analysis of variance described earlier. Summed scores can vary from zero (no response whatsoever) to 18. Note the scale is scored so that strength of preference, rather than direction of preference is the important factor (i.e., yes and no responses, while being in opposite directions, represent the same strength of preference and therefore receive the same score).

In addition to the scaled responses, students were encouraged to state reasons for their preferences. These reasons were classified and, in conjunction with the scaled responses, were coded and transferred to machine scorable forms. Inter-rater and intra-rater agreement checks were made on the scoring process (See results section). The last question of the "What Do You Like?" test section asked the student to imagine himself-herself as a worker in the advertising field and to give advice to another person by indicating what kind of experiences or activities might help him/her prepare for a job in advertising. (This question was used on a preliminary trial basis. The open-ended responses were classified and coded, but will not be reported in this document.)

3) Student Post Module Questionnaire - What Do You Think? (The questionnaire is appended to this report).

This questionnaire was administered to students in the experimental group after their completion of the module and its posttest. The questionnaire was designed to measure student perceptions of the module.

The first twenty questions on this questionnaire were forced choice in nature -- the student could either agree or disagree with the statement posed in the stem. The twenty questions covered the following 4 areas:

- perceptions of specific module parts (questions 1-7);
- general understanding and ability to follow directions (questions 8-13);
- implementation or pacing of the module (questions 14-16); and
- perceptions about learning (questions 17-20).

Besides the first twenty questions there were twelve additional questions. Three of these were "check" questions designed to provide some probable indication of scale reliability. The rest of the questions were open-ended and asked the student to supply short answers or recommendations for improving the simulation. Examples of areas covered by these questions include: role(s) played; things liked most about the simulation; things liked least about the simulation; new interests discovered through the simulation, etc. These questions will be summarized and included on the Reviser's Information Summary (RIS).

4) Teacher Questionnaires (The questionnaires are appended to this report).

Basically, two questionnaires were used for testing this module. The first, the Midway Questionnaire, was completed by teachers approximately half-way through the module. This questionnaire was filled out just prior to a mid-module panel review of the first half of the module. The questionnaire is designed to cover the initial elements of the simulation, i.e., the Introduction to Simulation materials, the Preview, the Preparation Phase, the first tasks, and the teacher's overall perceptions up to the midway point. The questions dealt with concerns about technical quality, fit or integration with other sections of the module, appropriateness of recommended time allotments, problems encountered, recommendations for change, etc. The questions were primarily on a five point scale with space for open-ended comments frequently provided.

At the end of the module and prior to the post module panel review, teachers completed the General Module Evaluation. This questionnaire was similar to the Midway Questionnaire, except that its content pertained to the last tasks and summary phase of the module and to the teacher's perceptions across the entire module. It also contained questions dealing with student and teacher background. Generally, it was administered at the post module panel review session. The questionnaire would require about 25-30 minutes to complete.

In conjunction with the two questionnaires just described, two optional forms were provided to teachers. These were the Media Checklist and the Daily Inventory of Perceptions (DIP). The Checklist was simply a form that teachers could use if they so desired to record their feelings about media used in the simulation. The DIP was an open-ended diary form available for those teachers who are willing (or wanted) to keep daily notes about the simulation.

Data from the two questionnaires and the optional forms, if completed, will be summarized and reported in the Reviser's Information Summary.

5) Teacher Module Panel Review

As implied above, teachers who participated in the pilot test and taught the module were convened for a mid-module and post-module panel review. For each section of the module, the reviewers were asked to denote the strengths and weaknesses, the classroom solutions applied to overcome weaknesses, and recommendations for revision. The main reasons for the two panels were as follows:

- the panels were a means of obtaining fresher or more recent teacher observations;
- two shorter panels rather than a longer, more tedious panel would tend to reduce teacher fatigue;
- the panels decreased the need for long questionnaires.

As in the case of the first three module tested in the Fall of 1973, panel reviews were conducted in accordance with the panel review guidelines generated for the nationwide CCEM project. A member of the panel kept detailed notes and after the panel prepared written panel review reports. These are included in this document and will be summarized on the RIS.

6) Observer Forms (The form is appended to this report.)

For this pilot test, observers were utilized to collect additional information about module implementation. Observer data was collected for all schools with the exception of Lake Junior High School. The observers were women. Two observers had college degrees and the other two were high school graduates. The age range of the observers was 40-57. The forms the observers used were a mixture of checklist and open-ended formats. Three basic areas were covered: media; general comments; and interaction and activities. The observations made were reviewed and collated and are summarized on the RIS.

III. RESULTS

A. 1. Knowledge Test: Internal Consistency

Internal Consistency (K.R. #21)
By Total Groups and Testing Time
For Total 32 Item Test

Group	Pretest	n	Posttest	n
Total Experimental Group	.54	33	.64	33
Total Control Group	.52	48	.64	48
Total (Exp. and Cont.) Group	.54	81	.69	81

Interpretation/Comments

As clearly indicated in the table, the knowledge test for advertising is moderately reliable. The experimental and control groups showed approximately the same pretest reliability. The reliability for the posttest experimental and control groups is considerably higher than their corresponding pretest reliability. This would be expected on the basis of growth in knowledge as well as the effect of the pretest on group understanding. The total group posttest sample contained a heterogeneous group of students with different understandings of the occupational content of the Advertising module, thus accounting for the higher total group posttest reliability. Based on the reliability scores, the total group scores for this module can be interpreted with a moderately high degree of confidence.

III. RESULTS

A. 2. Knowledge Test: Validity

See Reliability Table for upward bounds or estimates of potential validity coefficients. (These would be equivalent to the square root of the reliability coefficients.)

Interpretation/Comments

Although no direct attempt was made to develop strategies or methods for determining validity, certain factors which would contribute to test validity should be kept in mind. First, in test development, care was taken to eliminate items which were not career oriented. Items dealing with trivial detail were omitted. Secondly, several individuals reviewed the drafts and final version of the test. The test was considered to have reasonable face validity.

Other types of validity such as predictive, concurrent, construct, etc., were beyond the scope of this pilot test. For example, if a factor analytic study were attempted in order to determine construct validity, the values derived would be questionable with the sample size used in the pilot test.

III. RESULTS

A. 3. Knowledge Test: Total Score Results

Group Means and Standard Errors
By Total Groups and Testing Time
For Total 32 Item Test

Testing Time / Group	Pretest			Posttest			
	Mean	S.E.	N	Mean	S.E.	N	Gain
Total Experimental Group	14.4	2.8	33	18.6	2.7	33	4.2
Total Control Group	15.5	2.8	48	15.2	2.7	48	-.3
Total (Exp. and Contr.) Group	15.0	2.8	81	16.5	2.7	81	1.5

Interpretation/Comments

From this table several major strengths emerge. First, from the reliability estimates reported in Table A.1 and the standard errors in this table, it is apparent that the knowledge tests operated similarly in all groups, exclusive of where the actual mean values fell. There is a sizeable difference in means with the experimental group showing a large pre- to posttest gain.

The control group's mean score decreased slightly from pre- to posttesting. This change could possibly be attributed to the control group's lack of interest and/or motivation in completing the tests a second time. This indicates that there may be a need for revisers to improve test administration procedures and to include motivational strategies for the control group.

A second key factor to note is that the experimental group gained 4.2 points on a reliable test. Not only is the gain sizeable, but it also may be in items of higher difficulty. In Table F.1, the ANOVA results for the knowledge test are reported. From these findings, it is apparent that the module did have a sizeable positive impact on the students' knowledge of the advertising field.

A. 4. **Knowledge Test: Subtest Results**

Subtest Means and Standard Deviations by Total Group and Testing Time

Testing Time		Pretest			Posttest			
Group	Sub* Test	Mean	S.D.	N	Mean	S.D.	N	Gain
Total Experimental Group	A B C	4.0 1.7 8.7	2.0 0.8 2.6	33 33 33	5.8 2.5 10.3	1.5 0.8 3.6	33 33 33	1.8 0.8 1.6
Total Control Group	A B C	4.5 1.7 9.3	1.5 0.9 2.7	48 48 48	4.6 1.7 8.9	1.6 .9 3.0	48 48 48	0.1 0.0 -.4
Total (Exp. and Cont.) Group	A B C	4.3 1.7 9.1	1.7 .9 2.7	81 81 81	5.1 2.0 9.4	1.7 .9 3.4	81 81 81	0.8 0.3 0.3

*Subtest A = 9 Responsibility Items
Subtest B = 4 Tools Items
Subtest C = 19 Process Items

Interpretation/Comments

In Table A.3, the overall gain in knowledge test scores is depicted. In this table (A.4), the scores are partitioned in accordance with the subtests included in the total test. As indicated in the table, most of the pre- posttest gain is found in the experimental group. This gain seems to be evenly distributed (20% increase) for subtests A and B although the numbers of items varied considerably (i.e., from 4 items on subtest A to 9 items on subtest B). If the subtests had been evenly balanced with respect to number of questions, the results might have been even stronger or more pronounced than the observations made in this pilot test. At any rate, the module delivered cognitive content to students who participated in the module.

Another factor emerging is the slight decrease in the control group's pre- posttest mean scores. This probably can be attributed to a decrease in either student interest and/or motivation from pre- to posttesting.

The reviser (and evaluator) should delineate, based upon the information provided by the subtests and other module data, the major focus or intent of the simulation. Namely, whether or not the module should be more or less heavily directed toward the operational processes involved in an advertising agency.

III. RESULTS

B. 1. Attitude Scale: Reliability

Inter- and Intra-Coder Percentage Agreement for Randomly Selected* Tests (Questions 1-7)

Type of Agreement	Percent Agreement
Inter-Coder	97%
Intra-Coder	93%

*n = 12 test booklets randomly selected from groups tested.

Interpretation/Comments

The figures in the table were devised by a) dividing the total number of disagreements in coding between two coders by the maximum number of responses coded (inter-coder reliability), and b) dividing the total number of disagreements in two sets of codings given by the same coder by the maximum number of responses coded (intra-coder reliability). Very few differences between coders or codings were observed. As can readily be seen from the table, for questions 1-7 on the attitute scale there is a high degree of agreement between two independent coders (inter-coder reliability).

Thus, reliability of the scoring for the attitude scale was achieved. (Reliability of the scale itself has not been measured in that the scale consisted of only 7 items. Reliability estimates of such a brief scale with a relatively small sample would not be too meaningful).

B. 2. Attitude Scale: Validity

DATA

NOT

AVAILABLE

Interpretation/Comments

Data regarding the validity of the scale was not collected in the pilot test. The scale, however, was reviewed by staff members who were familiar with the content and goals of the module. Changes were made in accordance with comments they made about the scale. Thus a measure of face validity was achieved. (Also see the discussion of the ANOVA results for the attitude scale, Table G.1.)

III. RESULTS

B. 3. Attitude Scale: Preferences

Means (Strength of Preference)*
by Group and Testing Time
(For Questions 1-6)

Group	Pre	Post
Experimental	14.8	16.5
Control	15.2	15.8

*There were six questions each with scale value of from zero (no response) to a strong preference value of 3 (yes or no). Hence the scale range is zero to 18.

Interpretation/Comments

The results from this table reveal that differences occurred in student preferences from pre- to posttesting. The pre- to posttest differences which occurred were statistically significant as revealed by the ANOVA results in Table G.1. The experimental group made a substantial mean gain of 1.7 points while the control group's gain was 0.6 points. Although, the control group did have a slightly higher pretest score, one inference that can be made is that the module had an effect on the students' strength of preference for questions 1 to 6. At the conclusion of the module, as a result of information obtained and past experiences, the experimental group expressed stronger preferences concerning their occupational likes and dislikes.

B. 4. Attitude Scale: Type of Reasons

Type* Of First Reason Given By Group and Testing Time For The First Six Questions

Group	Reason	Pretest Freq.	Pretest %	Posttest Freq.	Posttest %
Experimental	1	40	41.2	64	50
	2	13	13.4	30	23.4
	3	0	0.0	0	0.0
	4	9	9.3	14	10.9
	5	14	14.4	3	2.3
	6	1	1.0	4	3.1
	7	3	3.1	0	0.0
	8	7	7.2	5	3.9
	9	9	9.3	8	6.2
	10	1	1.0	0	0.0
Control	1	110	57.6	82	49.1
	2	10	9.1	13	7.8
	3	1	0.5	2	1.2
	4	16	8.4	21	12.6
	5	6	3.1	7	4.2
	6	0	0.0	2	1.2
	7	3	1.6	12	7.2
	8	21	11.0	11	6.6
	9	24	12.6	17	10.2
	10	0	0.0	0	0.0

*Reasons were classified into ten basic types. These are:

1. Enjoyment (liking, fun, interest)
2. Past Experience
3. Financial Reasons
4. Desire to learn new things, new experiences
5. Ability to do or not to
6. Desire for responsibility
7. Altruistic (desire to help)
8. Repetitious answer
9. Other Reasons
10. Misunderstood Question

Interpretation/Comments

Several interesting changes in student response patterns are depicted in Table B. 4. Overall, there is an increase in the total number of the experimental group's responses from 96 on the pretest to 128 on the posttest while there is a decrease in the number of control group responses from 191 to 167. In addition, there is some pre-posttest shifting of categories of response. For example, for response type #1, the experimental group changed from 41% in the pretest to 50% in the posttest. In contrast, the control group's response pattern changed from 58% on the pretest to 49% on the posttest. The experimental group's change could perhaps be attributed to participation in the module while the control group's change could possibly be attributed to a decrease in test interest.

Concerning response #2, past experience, the experimental group showed an increase from pre-posttesting of 13% to 23% while the control group's change was noted to be from 9% in the pretest to 8% in the posttest. Participation in the module offers one explanation for the difference in experimental and control group response. After completing the module, a greater number of students were basing the reasons for occupational preference upon their past experience. Therefore, the implication can be made that the module's activities did have an effect on the student's job preference. (Table G.1 discusses the extent to which the experimental group's preference change was statistically significant.)

B. 4. (Continued

Another interesting change is the discrepancy between the experimental and control groups with regard to reason #7, altruistic justification. The experimental group's responses decreased from 3.1% to 0.0% while the control's increased from 1.6% to 7.2%. One possible interpretation is that participation in the module decreased idealistic student responses with regard to advertising occupations and/or functions. However, the small percentages in this instance make this interpretation a tenuous one at best.

III. RESULTS

C. 1. Student Questionnaire: Reliability and Validity

Frequency Check of Student Responses Concerning Amount of Information Learned About Jobs From the Simulation

Question #21: How much did you learn about jobs in this field of work from the simulation?

Question #17: I learned quite a lot about jobs in this field of work.

	Very Little	Little	Average	Much	Very Much
Agree	1	5	10	12	4
Disagree	0	1	2	1	0

Interpretation/Comments

The Student Questionnaire was administered to experimental group students after they had completed the module. Since there was only one test administration, the use of test-retest coefficient was not possible. Furthermore, the questionnaire consists of many different types of questions (including open-ended questions) regarding various aspects of the simulation experience. The meaning of internal consistency coefficients calculated for this type of instrument would be extremely questionnable and hence they were not utilized.

In order to assess reliability, several "check" questions were included in the questionnaire. One set of "check" questions was questions #17 and #21. These questions measured the amount of information students felt they learned about occupations in the health and welfare field as a result of participating in the simulation. When questions #17 and #21 are compared, the results show a moderate degree of consistency in response pattern. Only seven students* (out of 36; 19%) were inconsistent in their response pattern. The table to the left depicts these findings.

Validity was basically ascertained by having the writers of the simulation review the instruments and by incorporating their comments and suggestions into the final form. In terms of face validity the instrument was judged to be a reasonable means of assessing the student's perspectives of the module. Secondly, comparisons between subsets of questionnaire items and achievement data do tend to support the conclusio

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*In reviewing the table it should be noted that question #17 is a dichotomous variable and question #21 is a multichotomous variable, thus making exact comparisons difficult.

C. 1. (continued)

that the instrument is at least partially valid. As a group, students did well on the achievement tests and reported that the module did answer questions they had about jobs and did provide much information about jobs.

The reviser and evaluator should keep in mind an additional fact about the student questionnaire. The questionnaire was not designed to evaluate students, but was intended as a means for students to provide the project staff with their opinions of the module as well as their suggestions for revision. Students were informed about the use of the questionnaire. It was hoped that their responses would be open and honest.

III. RESULTS

C. 2. Student Questionnaire: Results from Questions Dealing with Specific Module Parts (Sample Size = 38)**

Response Category / Question	Agree	Disagree	No Response
1. The preview and the other activities at the beginning helped to prepare me for the simulation.	27(71.1%)*	10(26.3%)	1(2.6%)
2. The role description gave me little information helpful in choosing a role.	26(68.4%)	12(31.6%)*	0(0.0%)
3. I selected a role by myself.	31(81.6%)*	7(18.4%)	0(0.0%)
4. The teacher helped the class to select roles.	20(52.6%)	18(47.4%)*	0(0.0%)

*Positive responses.

**Only 33 complete data sets (pre- posttests) were included in the ANOVA and test result analysis. The "What Do You Think?" responses of five students without complete data sets were included in this analysis.

Interpretation/Comments

After comparing the results of the entire set of 7 questions, it was found that approximately 63.9% of all the responses were positive, 35.3% were negative and 0.7% were no responses. Summarizing the findings, the students generally felt: 1) the tasks were not too complicated or hard for them to do; 2) the various sections of the module fit well together; 3) the preview and other preparatory activities helped the students; 4) the summary (Task 4) was effective in tying together the module; and 5) the majority selected roles themselves. The revisers should note the need to improve the role descriptions in the preview and preparation sections. Sixty-eight percent of the students felt the role descriptions gave little helpful information in choosing a role. In addition, there appears to be a discrepancy in student comments in questions 3 and 4. Perhaps the discrepancy can be attributed to the poorly defined role of the teacher in the simulation and/or poor directions for the students.

C. 2. (continued)

	Question \ Response Category	Agree	Disagree	No Response
5.	Some of the tasks were too complicated or hard for me to do.	10(26.3%)	28(73.7%)*	0(0.0%)
6.	The summary helped me to "pull things together".	25(65.8%)*	13(34.2%)	0(0.0%)
7.	The simulation preview, activities, and summary fit well together.	29(76.3%)*	8(21.1%)	1(2.6%)

*Positive responses

C. 3. Student Questionnaire: Results from Questions Dealing With Student Understanding of Module Materials and Directions (Sample Size = 38)

Question \ Response Category	Agree	Disagree	Response
8. There were too many forms to fill out with this simulation.	25(65.8%)	12(31.6%)*	1(2.6%)
9. The directions in the materials were clear to me.	17(44.7%)*	19(50.0%)	2(5.3%)
10. The teacher explained a lot of words.	13(34.2%)	25(65.8%)*	0(0.0%)
11. The pretest and posttest were difficult for me.	9(23.7%)	28(73.7%)*	1(2.6%)
12. The booklets and resource materials were easy to read.	35(92.1%)*	3(7.4%)	0(0.0%)
13. The teacher explained a lot of ideas.	14(36.8%)	24(63.2%)*	0(0.0%)

*Positive response.

Interpretation/Comments

Of the student responses dealing with their understanding of module materials and directions, approximately 62% of the responses were positive; 36% were negative; and 2% were without response. All but three students indicated the materials were easy to read. Therefore, revisers should consider the overall readability of the materials as being appropriate for the given grade level. However, the directions were not clear to half of the participants. Teachers commented that the directions were too wordy and confusing.

Another weakness noted by the majority of students was the need to reduce the number of forms in this simulation. Approximately one third of the respondents felt the teacher explained "a lot of words" and/or "a lot of ideas". This indicates there may be a need for the revisers to include a glossary of new terms for the students and/or include a listing of new vocabulary in the teacher guide.

C. 4. Student Questionnaire - Results From Questions Dealing With Implementation of Module (N=38)

	Question \ Response Category	Agree	Disagree	No Response
14.	The simulation was too short.	15(39.5%)	22(57.9%)*	1(2.6%)
15.	Sometimes I had nothing to do.	22(57.9%)	14(36.8%)*	2(5.3%)
16.	Sometimes I had too many things to do in this role.	16(42.1%)	22(57.9%)*	0(0.0%)

*Positive response.

	Question \ Response Category	Too Long	Just Right	Too Short	No Response
23.	How would you judge the length of time you spent participating in this module?	13(34.2%)	11(28.9%)	12(31.6%)	2(5.3%)

Interpretation/Comments

In this set of questions, differences in student opinion are revealed. First, the students differ in opinion with regards to the overall length of the simulation, (Question 23). Approximately one third of the students feel the simulation was too short, 1/3 feel the simulation was too long and 1/3 think it was just right. Secondly, the students differ in describing the amount they had to do in the module. This may be a function of the role a student played in the simulation. Generally, the results show that the module activities tended to provide students in some roles with not enough to do at times rather than too much. Due to the large number of roles in this simulation and the fact that each student played several roles during the module's implementation, it was impossible to crosstabulate student responses to question 15 and 16 by their respective roles. The teachers, however, commented that two roles needed additional activities. They were the account executive in Task I and the four media technicians in Tasks 4 and 5.

III. RESULTS

C. 5. **Student Questionnaire: Results from Questions Dealing with Perception of Learning (n=38)**

Question / Response Category	Agree	Disagree	No Response
17. I learned quite a bit about jobs in this field of work.	34(89.5%)*	4(10.5%)	0(0.0%)
18. I learned very little about how to work with other people.	7(18.4%)	31(81.6%)*	0(0.0%)
19. The simulation did not help to answer some of the questions I have about jobs.	18(47.4%)	19(50.0%)*	1(2.6%)
20. I enjoyed working with other students during the simulation.	33(86.8%)*	3(7.9)	2(5.3%)

*Positive responses

Interpretation/Comments

Across the four questions a positive trend in student responses is observed. Of a maximum total of 152 responses approximately 77% of the responses were in the positive category. Apparently students felt that the module provided them with much information ther about jobs or how to work with other people Most students (86.8%) responding to question #20 enjoyed working with other students in the module.

The results from question #19 in the table are not nearly as strong as those from the other questions. Students were considerably more divided in their opinions regarding this item stem. Perhaps this can be attributed to the fact that the students may not have had many questions concerning advertising jobs at the commencement of the simulation. This information may have utility for module revision but it is difficult to relate it to specific points in the module.

III. RESULTS

C. 6. **Student Questionnaire: Results From Other Important Questions** (n=38)

Response Category	Very Little	Little	An Average Amount	Much	Very Much
21. How much did you learn about advertising jobs from the simulation?	1(2.6%)	6(15.8%)	12(31.6%)	13(34.2%)	4(10.5%)
22. How much trouble did you have knowing what to do next in the simulation?	4(10.5%)	17(49.7%)	11(28.9%)	3(7.9%)	1(2.6%)

Response Category	More Interested	Less Interested	Not ever Interested	No Change in Interest	No Response
29. Compared to former feelings how do you feel about H & W jobs?	18(47.4%)	6(15.8%)	3(7.9%)	8(21.0%)	3(7.9%)

Interpretation/Comments

The results reveal that 76% of the students felt they had learned at least an average amount about advertising occupations. Over half (n=21, 55.2%) of the students had little or very little trouble in understanding what they were to do chronologically in the simulation. The most important finding, however, was that the module created a positive attitudinal change in the students. When compared to past feelings, 47.4% (n=18) of the students felt they were more interested in advertising jobs while only 15.8% (n=6) students felt they were less interested. The results in Table G. 1 support the fact that participation in the module produced a statistically significant attitudinal change in the students.

III. RESULTS

C. 7 Student Questionnaire: Collated Open-ended, Responses to Questions from the "What Do You Think Questionnaire?"

Question #25

Name some of things you liked most and liked least about the roles.

Liked Most

Doing the media and/or the market research
Acting
Doing the jobs that involved working with people
Drawing
Account Executive
Audio Technician
Camera Operator
Layout Artist

Liked Least

It was boring
Too much paperwork
Too much to remember and do, but not explained enough
Bad working relations with other students in group
Market Research

Question #28

Name some of the materials you liked most and liked least . (Listed in order of most frequent response)

Liked Most

Tapes (n = 17)
Films (n = 10)
Slides
Video-tape
Tape Recorder
Booklets
Camera

Liked Least

Booklets (n = 17)
Reaction records
Other Paper Work (tests, copywriting)
Slides about the next task

Question #31

Name some things you liked most and least about the simulation.

Liked Most

Working with other people
Taking pictures (camera operator)
Some of the jobs
Learning about advertising
Acting
Being able to make the advertisements and to later see it or hear it.
Drawing, it was fun

Liked Least

Paper work (n = 10)
Reading booklets
Being bored

C.7 (continued)

Question #32

Student suggested recommendations:

1. Improve the directions, make them less complicated.
2. Eliminate and/or reduce much of the paper work (i.e. Reaction Records).
3. Reduce the number of booklets to read.
4. Make the simulation longer in order to reduce the rush to complete activities.
5. Develop more exciting things to do.
6. Find a better product to sell. "Baddle" was not the right kind of product to be advertised on the radio (Either change product or eliminate radio commercial).
7. Reduce the number of audio technicians or give them more to do.
8. Reduce the number of role changes in the simulation.

III. RESULTS

D. 1. Midway Questionnaire and General Module Evaluation: Reliability and Validity

DATA

NOT

AVAILABLE

Interpretation/Comments

For these questionnaires, the variable nature of the question format and the question content make it difficult to determine the reliability of the questionnaires. Further, even if a reliability coefficient could be calculated, the small sample size ($n = 4$ experimental teachers) would render the coefficients meaningless.

Validity was determined by having product developers review the questionnaires. The developers considered the instruments to be a viable means of collecting teacher observations especially with regard to problems incurred in implementing the module. Face validity seemed high. The developers also felt that questionnaires were short enough to promote teacher response.

Additional evidence of validity will be seen in the degree to which various sources of data, including the teacher questionnaires, tend to corroborate each other.

III. RESULTS

D. 2. Midway Questionnaire and General Module Evaluation: Composite Results

COMPOSITE RESULTS AVAILABLE UPON REQUEST FROM THE OCCUPATIONAL EXPLORATION PROJECT EVALUATION STAFF

Interpretation/Comments

Due to the small sample size and the moderately large number of open-ended questions, tables will not be included in this report. A composite set of teacher responses on the questionnaires will be maintained by OEP evaluation staff. These composite responses will be available upon request.

Several factors should be kept in mind when reviewing the composite results. First, there were only 4 teachers who were facilitating or managing experimental group experiences. In many cases only two or three teachers responded to a question. Second, it would seem that a fair amount of faith can be placed in the truthfulness of teacher responses. The questionnaires were designed to evaluate the program, not to evaluate teachers. Teachers were informed on several occasions of the intent of the instruments.

Lastly, the responses on the instruments were summarized and only the main thoughts or ideas were stated on the Reviser's Information Summary sheets. These summarizations should be studied with other sources of data in view.

III. RESULTS

E. 1. Midway and Post Module Panel Reviews: Reliability and Validity

DATA

NOT

AVAILABLE

Interpretation/Comments

The panel review procedure and reporting format was generated from similar efforts undertaken for the School Based Component of the Comprehensive Career Education Model (CCEM) in 1973. (CCEM Project Staff felt that panel reviews provided an important source of data for revising curriculum materials.) The process is purposely designed as an open-ended one to insure that teachers have the opportunity to freely discuss any concerns or comments they have about the module. Reliability in this instance is difficult to assess. It should be noted, however, that teachers were frequently asked during the review about the extent to which they agreed upon particular points. Thus, in the panel reviews many cases represent a convergence of teacher perspectives or opinions.

Validity can be judged by the degree to which the revisers and evaluators find the data collected from the panels useful for illuminating strengths and weaknesses within the module and helpful in determining revisions to be made in the module. Validity judgments will have to come sometime after the generation of this report.

Due to the open-ended nature of the panel review procedure, Tables E.2 and E.3 are simply copies of the actual panel reviews. The reports, which are summaries of the panel discussions, were written by OEP staff. (No interpretation is felt to be necessary for the panel review.) For the Reviser's Information Summary the main ideas of the panel reviews have been abstracted and placed in the appropriate cells of the RIS.

III. RESULTS*

E. 2. Post Module Panel Review

Title of Module: "Creating an Advertising Campaign"

L.E.A.: Jefferson County and Denver, Colorado

Panel Leader: John Radloff

Panelists: Maria Stathopoulos & Jeannine Hays, Denver
Barbara Reck & Sheila Hensleigh, Jeffco

Observer Participants: None

Date(s) Panel Met: April 8, 1974

Number of Hours: 1 1/2

*Interpretation has not been provided.

TITLE	STRENGTHS	WEAKNESSES	CLASSROOM SOLUTIONS	SUGGESTED REVISION	TEACHERS CONCURRIN
Introduction to Simulation	- **mediated** version is superior.	- **needs** more spark for student interest - **needs** to be brought down to a lower level	- followed up with additional examples - picked out most difficult vocabulary words & discussed them	- write on students' level - mediated version should be less wordy & more direct - add summary	- 3
Preview (Madison Ave. Game)	- active vs. passive - prizes motivational - neat idea	- nonsense products were "dumb" - not motivational for kids of this age group.		- more realistic products or more related to target audience of simulation.	- 4
		- more explanation needed for game.	- added explanations & offered promotion suggestions	- additional explanatory material should be added; preferably mediated examples	- 4
		- prices unrealistic			- 4
		- distinction needs to be made between 1st & 2nd prize		- Ribbons, certificates, etc.	- 4
		- target audience was reluctant to fill out questionnaire. No preparation of audience		- some preparation materials for target group	- 4
		- no supplies available for game	- scrounged materials	- refer to supplies for Task 4	- 3
		- judges felt left out	- asked judges to advise players	- change their title & give them more to do.	- 3
Preparation V Tape	- **video tape** a good motivational technique	- **tape** does not really provide a job preview for kids, only an overview of advertising	NONE	- **tape** should focus in and be specific about jobs - stop - then say how **each person performs in different manners--**	- 4

TITLE	STRENGTHS	WEAKNESSES	CLASSROOM SOLUTIONS	SUGGESTED REVISION	TEACHERS CONCURRIN
Preparation V Tape (continued)	- high technical quality	- account executive should have more zip & pzazz	NONE	- hire an actor; the reality is lost on kids	- 3
Reaction Record		- **superfluous**		- eliminate	- 4
Job Review Form & Preparation Handbook	- print was clear	- explanations were too complicated	- read it orally with group	- simplify	- 4
		- pupils did not understand jobs well enough. They applied on the basis of job title only.	- tried to explain job roles in simulation to pupils	- step by step directions are needed i.e., 1 ... 2 ... 3 ..., etc. - mediate preparation booklet	- 4
Job Schedule	- **give** and take over duplicate job	- pupils did not have adequate information to commit themselves for entire simulation		- have pupils fill out preference schedule on a task by task basis	- 4
Task 1	- Film-o-sound mediation was very good	- account executive does not have enough meaningful work to do		- add meaningful tasks or eliminate role	- 4
		- **director has difficulty** in organizing to do his work - instructions not step by step - not clear enough		- alert teacher ahead of time to send **handbooks home with Research Director**	- 4
		- not enough time was recommended	- extended time		- 2
Task 2	- Film-o-sound mediation was good	- instructions do not prepare teacher to arrange for students to be interviewed.		- alert teacher & offer suggestions about arranging for interviewees	- 4
		- **research** questions were not well worded		- reword questions - spell out need for each question with greater clarity	- 3
		- pupils were not prepared to conduct interviews		- provide hints for interviewers to initiate interview - reasons for interview, etc.	- 4

III. RESULTS*

E. 3. Post Module Panel Review

Title of Module: "Creating an Advertising Campaign"

L.E.A.: Jefferson County and Denver County, Colorado

Panel Leader: John Radloff

Panelists: Barbara Reck, Alameda Jr.; Maria Stathopoulos, Hamilton Jr.; Sheila Hensleigh, Wheatridge Jr.

Observer Participants: None

Date(s) Panel Met: 5/6/74

Number of Hours: 2

*Interpretation has not been provided.

TITLE	STRENGTHS	WEAKNESSES	CLASSROOM SOLUTIONS	SUGGESTED REVISION	TEACHERS CONCURRIN
Task 3-A	- students found it rewarding and enjoyable	- creative director was not alerted to prepare for session		- have creative director read materials ahead of time	- 3
Task 3-B	- very popular with those who liked to draw	- "word picture" was not adequately defined		- make clearer what "word picture" means	- 3
		- magazine layout was just dropped		- complete magazine layout as well as commercials	- 3
Task 3-C	- most interesting and stimulating activity of the simulation				- 3
Task 4		- students do not always have the competency to perform technical tasks (audio or video recording, etc.)	- had to set aside time for A.V. specialist to train students	- omit video tape option	- 3
		- too many technicians were recommended--tasks not meaningful		- create other jobs or reduce number of participants in task	- 3
Task 5		- same as comments for Task 4			- 3
		- 24 hour return on slides not realistic		- provide additional filler for a 48-hour wait on slides	- 2

TITLE	STRENGTHS	WEAKNESSES	CLASSROOM SOLUTIONS	SUGGESTED REVISION	TEACHERS CONCURRIN
Summary	None	- waste of time--students felt it spoiled the simulation and were really turned off by it			
Posttest		- very minimal motivation			
General		- too programmed -- stifles the creativity - job change for each task was too frequent - tasks 1 and 2 were too long and students were impatient to begin work - teacher involvement and enthusiasm critical to success of module		- do not title game--allow pupils to do this, etc. - combine the two tasks and use media rather than have students actually conduct the research	

III. RESULTS

F. Knowledge Test: Analysis of Variance Table for Total Test Scores

SUMMARY TABLE*

Source	df	SS	MS	F
Between Subjects	80			
A	3	602.2	200.7	8.5
B	1	87.5	87.5	3.7**
AB	3	67.9	22.6	1.0
D/AB	73	1716.0	23.5	
Within Subjects	81			
C	1	141.4	141.4	25.8*
AC	3	1.2	0.4	0.1
BC	1	195.5	195.5	35.7***
ABC	3	2.7	0.9	0.2
CD/AB	73	400.0	5.5	
TOTAL	161	3214.4		

*Where A = Schools
B = Treatment
C = Pre- Posttesting
D = Subjects

**p. .05

***p. .001

Interpretation/Comments

As described in the experimental design section of the report, the key term to be observed is the BC interaction between the treatment variable and the testing variable. If the experimental group shows high posttest gains and a BC interaction occurs, then most likely the module had an impact on student career knowledge in the advertising field. Table A-3 confirms descriptively that experimental posttest gains did take place as expected. Table F reveals that the BC interaction is significant at the .001 level.

Other terms in the table are significant also. However, they are not a major concern in this study and should not shift emphasis from the key significant difference that was obtained.

G. 1 Attitude Scale: Analysis of Variance for Strength of Preference Scores (Questions 1-6)

SUMMARY TABLE*

Source	df	SS	MS	F
Between Subjects	80			
A	3	64.8	21.6	2.0
B	1	9.2	9.2	.9
AB	3	46.0	15.3	
D/AB	73	789.5	10.8	1.4
Within Subjects	81			
C	1	37.2	37.2	4.7**
AC	3	11.4	3.8	.5
BC	1	64.9	64.9	8.2***
ABC	3	5.1	1.7	.2
CD/AB	73	578.7	7.9	
TOTAL	161	1606.8		

*Where A = Schools
B = Treatments
C = Pre- Posttesting
D = Subjects

**p. .05

***p. .01

Interpretation/Comments

An examination of Table G.1 reveals a statistically significant difference with respect to the BC interaction and the main effects of C (pre- posttesting). The significant BC interaction is of considerable importance since it indicates that the treatment (B), participation in the module, does have an impact on student preferences. That is, as a result of the program, the students had less uncertainty or indecisiveness in knowing what types of occupational activities they would or would not like to perform. The reasons students gave for particular job preferences from both the pre- and posttest are described in Table B.4. When comparing pre- post categories for the experimental and control groups, it is also apparent that changes in student reasons did occur. The program equipped the students with an expanded data base through which these preferences were expressed. Note that yes (like) and no (dislike) responses to occupational activities both received the scale value of 3 indicating the same strength of preference, (see Section II D. 2).

IV. Reviser's Information Summary (RIS)

A. Description of the Summary

The Reviser's Information Summary was developed for the purpose of assisting revisers to assimilate information collected during the pilot test of a module. To accomplish this, information from each source available was first reviewed and then only major thrusts or ideas from the source were summarized. (These key thrusts or ideas were determined by the judgment of the authors of this evaluation report.) The summary was then transferred to the appropriate location on the large sheets which constitute the RIS. Lastly, each column was studied and trends were drawn and so recorded at the bottom of the sheet. In ascertaining the trends the authors used their familarity with data, the module, and the data collected.

In general there will be one Reviser's Information Summary sheet per part of the module and one-two sheets covering the overall nature of the module. On sheets which pertain to module parts, only some of the data sources provided information pertinent to that part. Hence, the sheets do have some blanks or missing data cells. The reviser should exercise extreme care in interpreting the information on the sheets and should always keep in mind that comments on the sheets represent only a summary of key points. In addition, the reviser should be aware that it sometimes was difficult to determine a trend in the information obtained.

B. Use of the RIS

One way the reviser might use the RIS is as follows:

1. Read the module -- become thoroughly familiar with it;

2. Read the first part of this report (Section I and II) thoroughly. Skim the results compiled in tables (Section III, parts A, B, C, D, and E.) Read section E.2 and E.3, the teacher panel review reports, closely;

3. Read and study the Reviser's Information Summary. (Consult original data sources, if necessary.); and

4. Generate a set of revision specifications based upon knowledge of the module, the Reviser's Information Summary, project developmental criteria and other information, if appropriate.

C. REVISER'S INFORMATION

SUMMARY

Advertising: Overall Cons

DATA SOURCE	STRENGTHS	WEAKNESSES
STUDENT TESTS	The experimental group gained 4.2 points on the fairly reliable knowledge test, while in comparison the control group lost -.3 points from pre- to posttesting. The greatest gain in student knowledge occurred with the responsibility items. This seems to indicate that the module did increase student knowledge of advertising occupations. In addition, the experimental group's strength of job preference increased substantially more than the control group and the reasons they gave supporting their preferences changed as a result of their participation in the module. (See Table B. 3.) As a result of participation in the module, the experimental group had stronger feelings concerning their personal occupational likes and dislikes.	
STUDENT QUESTIONNAIRES	The students stated (See Table C. 7.) that the materials they liked the most were the tapes and films. The students responded favorably to the following statements: Yes The tasks were not too complicated or hard to do. 74% The different segments of the module fit well together. 76% The booklets and resource materials were easy to read. 92% I learned quite a bit about jobs in this field of work. 90% I learned how to work with other people. 82% I enjoyed working with other students during the simulation. 87% I learned at least an average amount about advertising jobs. 76% Seventy-one percent of the students felt the introduction helped prepare them for the simulation.	The students felt (See Table C. 7.) tha least about the simulation were paper wo and the booklets themselves. The stude weaknesses: There were too many forms The directions in the materials were no to me. Sometimes I had nothing to do. The simulation did not help to answer s my questions about jobs.
TEACHER PANEL	The teachers were generally satisfied with the outcome of the module.	Student interest fluctuated widely up t Students exhibited a great reluctance t material with sufficient persistance to instructions on how to proceed.

l Considerations SSES	RECOMMENDATIONS FOR REVISION
.) that the things they liked the per work, reading the booklets, students indicated the following Yes 66% ere not clear 50% 58% swer some of 47%	1. Improve the directions, make them less complicated. 2. Eliminate and/or reduce much of the paper work (i.e., reaction records) 3. Reduce the number of booklets to read. 4. Make the simulation longer in order to reduce the rush to complete activities. 5. Develop more exciting things to do. 6. Find a better product to sell. "Baddle" was not the right kind of product to be advertised on the radio. 7. Reduce the number of audio technicians or give them more to do. 8. Reduce the number of role changes in the simulation.
y up to and including Task 2. ance to read the printed nce to extract the necessary	

Advertising: Overall Cons

DATA SOURCE	STRENGTHS	WEAKNESSES
TEACHER QUESTION-NAIRES	The teachers were generally favorable in most of their opinions concerning their implementation of the module. All 4 teachers felt the vocabulary of the module was consistent with the maturational level of the students within the simulation. They generally felt (n = 3) that the transition from one task to another proceeded well. Three teachers had no breaks in flow of the module while one teacher had trouble obtaining audio visual equipment. Two teachers reported having no major problems in implementing the tasks. Two teachers felt that most of the time the materials stimulated student interest. They generally felt the students were receptive to the simulation as a way of learning and the content of the module. Three teachers felt the module produced a change of interest or motivation in the students as they progressed through the module. Overall, the teachers rated the quality of the module as follows: 1 = very good; 1 = good; 2 = average. Three teachers stated they would use this module again after minor modifications were made. All 4 teachers stated they would recommend the module to other teachers. The teachers rated the following materials as best in the module: Task 3 and the film-o-sound.	The teachers were inconsistent to vary opinions of the clarity of the module' ness of the reading level, and the app designated for Tasks 3, 4, and 5. Thr had a "medium" understanding of the ta ers mentioned students had some proble the materials. Two teachers felt ther the discussions in the booklets were h All 4 teachers felt the students were cepts presented in the materials "some indicated spending much time reviewing concepts presented in the simulation. was needed for Tasks 3, 4, and 5. The the extent to which the module helped ability to make decisions. Only one t The teachers felt those students who a have poor attention, or lack motivatio would have difficulty in participating riences. One teacher felt the student as little as possible reading. Anothe research in the module is too unrealis ers indicated they spent "much time" r in this simulation. One teacher noted too much paper work. One teacher rate materials or activities as being the " Task 2, Preview, and Summary.
TRENDS	1. The module had a significant positive impact on student knowledge and attitude regarding the area of simulation. This is also corroborated by student and teacher comments collected from questionnaire data. 2. In general, students indicated that the tasks were not too difficult, the different segments of the module fit together, and the booklets were easy to read, etc. 3. Most of the teachers stated they would use the module again with only minor modifications being required. All teachers stated they would recommend the module to others.	1. As noted here in teacher panels an specific RIS Sheets, there were to Module. Also, students and teache there was very little to do in som 2. Both students and teachers comment of directions. 3. There was some general feeling on there was somewhat too much readin 4. There is a slight contradiction in concerning the amount learned abou percent of the students said the s answer some of their questions abou the need for activities designed t specific questions about occupatio 5. In general, teachers felt more tim 3, 4, and 5, but less time for Ta 6. The teachers' role needs to be amp ment, reinforcement, etc. was felt success of the module. 7. One teacher commented (as has bee also) that students who are lackin poor attention, etc. would have di activities like this one. The rea simulation may be too high for stu school. 8. See above column for other difficu

onsiderations ES	RECOMMENDATIONS FOR REVISION
arying degrees concerning their le's directions, the appropriate- appropriateness of the time Three teachers felt the students task's directions. Three teach- blems with the reading level of here was far too much reading; e hard for them to understand. re able to understand the con- ome of the time". Two teachers ing with the students the basic n. Two teachers felt more time The teachers were uncertain of ed to reinforce or build student e teacher felt the module did. o are either slow readers, shy, tion or interest in anything ing in simulation types of expe- ents need to be more active with ther teacher felt the market listic for students. Two teach- " reviewing the basic concepts ted the students complained of ated each of the following e "worst" in the module: Task 1,	The teachers made the following recommendations: 1. Reduce the amount of reading for students. 2. Simplify the student handbooks so that they are less wordy ... confusing. 3. Increase activity in Task 4 and Task 5 and reduce the number of audio technicians from 4 to 1.
s and as noted in several e too many role changes in the achers commented that at times some roles. mented on the lack of clarity on the part of teachers ading for students to do. n in student comments about jobs. Forty-seven he simulation did not help to about jobs. This may indicate ed to help students answer ations. time was needed for Tasks Tasks 1 and 2. amplified. Teacher involve- felt to be critical to the been noted in other modules cking in motivation have e difficulty in simulation reading level of this students having difficulty in ficulties.	1. Improve the module's directions. Make them less complicated. Associated with this is the need to clarify the language and reduce the amount of reading for the students. In other words, make the booklets less wordy and confusing. 2. Consider combining Tasks 1 and 2 into one task. For example, one questionnaire combining both the media and marketing research could be used. Also, students could be provided with data sets to eliminate the need to collect data. 3. Tasks 3, 4, and 5 need to be revised. One way to do that is simply expanded the time allotment. Another alternative is to reduce Tasks 3, 4, and 5 into one or two tasks. One task would be to have students develop "word pictures" for three types of advertising. The other task would consist of the actual construction of the advertisement in the specific area of media utilized (magazine, radio and TV). 4. Reduce the number of various technicians in Tasks 4 and 5 in as much as most have nothing to do. 5. Reduce the amount of paperwork in the module particularly the forms (reaction records). 6. Reduce the number of role changes from task to task. (See specific recommendations in Preparation Section of RIS.) 7. There are other possibilities for revision, both in the above column and in specific RIS sheets that the reviser should consider when restructuring.

Advertising: Introduction to

DATA SOURCE	STRENGTHS	WEAKNESSES
STUDENT TESTS		
STUDENT QUESTION-NAIRES	From an incremental test* done in the Fall of 1973 the following results were obtained: 87% (n=15) or more of the students using the materials felt that they understood the materials and that the vocabulary was easy to understand. *Test data was collected from students in Upper Arlington, Ohio.	When students were questioned with regar ment of the introduction, the quality of picture became somewhat more mixed in na - Only 53% of the students were firm ing the booklet or the slides. - Only about 1/3 of the students were of liking the illustrations.
TEACHER QUESTION-NAIRES	The teachers rated the quality of the slides and booklets used for the module's introduction. They felt the slides were very good (n = 2) or good (n = 2). In addition, three teachers felt the booklets were good while one felt they were average.	Two teachers commented on the level of They felt the text of the booklets was students to understand.
TEACHER PANELS	Mediated version is superior.	Needs more spark for student interest. to the students' level.
TRENDS	1. Teachers using this module as well as teachers using other modules generally gave the same technical ratings to the slide-tape and booklets. These ratings are generally high. 2. From incremental testing in Columbus, there were indications that the students were understanding the concepts presented in the materials. However, there are specific weaknesses as noted in the next column.	1. There is a consistent comment acro regarding the lack of motivation g to simulation. As the teachers in "it needed more spark." 2. Some of the difficulties in the in relate to student acceptance of th lack of understanding of key terms

to Simulation	RECOMMENDATIONS FOR REVISIONS
egard to their overall enjoy- y of the materials, etc., the n nature. rm in their statement of enjoy- ere strongly positive in terms	Slightly over one-half of the students recommended that the slides and booklet be used together, with the slides coming first.
of difficulty of the vocabulary was too difficult for the	The teachers were inconsistent in their opinions when asked to indicate the "ideal" sequencing of the materials. All teachers felt the booklets and the slide-tape should be used together. However, two teachers felt the booklets should be used initially while two felt the slide-tape should be viewed first.
st. Needs to be brought down	Include additional examples. Write on students' level. Develop glossary with most difficult vocabulary words. Mediated version should be less wordy and more direct. Add summary.
cross all modules n generated by the introduction in this simulation noted, introduction most likely the drawings and illustrations; rms and/or concepts.	1. Although there were some inconsistencies across modules, the following pattern seems to emerge: - the introduction was not motivational and possibly could be made more so by adding examples, reducing the vocabulary level, and having active student involvement. - consider the addition of a glossary of terms for participants.

DATA SOURCE	STRENGTHS	WEAKNESSES
STUDENT TESTS		
STUDENT QUESTION-NAIRES	The Preview helped to prepare me for the simulation. Yes - 71%	
TEACHER QUESTION-NAIRES	There were some inconsistencies in teacher opinions concerning the quality and value of the preview. Two teachers rated the technical quality for media and/or illustrations in booklets as being "very high" or "high", while two other teachers rated them "medium". Two teachers felt the preview provided "rather pertinent" information that students could use in making decisions about module participation while two teachers felt the information was "not very pertinent". The teachers' ratings were also inconsistent concerning the ability of the Preview to motivate students to participate in the module. One teacher rated the Preview "high", 2 medium, 1 low.	Two teachers commented that the Madison detailed directions and improved product the students were unable to participate without her simplified version of direct that those students who were given the m widget were less enthused about advertis because of the widget's greater degree o at this age).
TEACHER PANELS	- Active vs. passive - Prizes motivational - Neat idea	- The teachers felt the nonsense produc motivational for this age level. - More explanations, directions were ne - The prices of the products were unrea - A distinction needs to be made betwee - Target audience was reluctant to comp preparation of audience. - No supplies available for game. - Judges felt left out.
TRENDS	1. The response pattern of the teachers was mixed concerning the value of the preview as well as its implementation. There seemed to be an even split in teacher opinion concerning the quality of media, as well as the information delivered by the preview. Overall ratings of the preview by teachers also varied. (This observation is similar to one obtained in an informal pilot-test of the Madison Avenue Game in Columbus, Ohio.) 2. There was teacher agreement about the positive value of the preview being an active experience and a "neat idea." 3. The majority of students felt the preview helped to prepare them for the simulation. From an incremental test in Columbus, it was determined that the students who played the market researcher were somewhat bored with the preview. Students who were not pleased with the preview in this instance might have played the same role.	1. The products are not equal in terms appeal to students, making meaningfu This in turn may have affected stude 2. Apparently the directions and explan perhaps are inadequate in number. 3. In terms of motivation, distinctions between first and second place. 4. As noted in an incremental test in C this instance, the judges felt left 5. The game requires supplies and none students used either available mater materials available in Task 4. 6. The target audience was reluctant an the questionnaire. Study of the que were no specific directions given t it.

view	RECOMMENDATIONS FOR REVISION
–	________
–	________
on Avenue Game needs more ucts. Another teacher felt e effectively in this activity ections. One teacher commented mashler instead of the tising their product -- perhaps of usefulness (to students	Teachers suggest the following recommendations: 1. Need to prepare the class in advance of the purpose of the advertising campaign. 2. Need to develop improved products for Madison Avenue Game. 3. Need to provide more detailed directions for the game.
ucts were "dumb" -- not needed for the game. ealistic. een 1st and 2nd prize. mplete questionnaire. No	- Need to develop more realistic products or more related to the target audience of simulation. - Additional explanatory material should be added to improve directions. - Different ribbons and/or certificates could be given as 1st and 2nd prizes. - Some preparation materials could be developed for the target grou - Indicate that supplies for Task 4 could be used to develop materials in preview. - Change the judges' title and give them more to do.
s of price, utility and ful competition difficult. dent motivation. anations are not clear or ns perhaps need to be made Columbus and as noted in t out of the game. e were available. Therefore, erials in the classroom or and not prepared to complete uestionnaire reveals there to individuals who completed	1. Teachers indicated the need for more detailed directions and need to inform the class of the purpose of the Madison Avenue game. 2. The products have to be more related to students' interests and more realistic and closer in price. 3. Carefully re-examine the role of the judges and market researchers with the thought in mind of expanding the role. 4. Materials from Task 4 or additional materials could be added or suggested for use in this activity. 5. To make the game more realistic, differentiate between the prizes if the intent is to increase student involvement. 6. There are other concerns that the revisor should consider: - What is the integration of this activity with other activities in the simulation such as the market research, the the media research, etc.? - Since the target audience was never defined and because there were problems with the questionnaire, more directions and specifications for sample selection and questionnaire administration might be provided for the market researcher and in turn for members of the sampled target audience. - Other way of obtaining the market research inform might be used: i.e., the interview.

DATA SOURCE	STRENGTHS	WEAKNESSES
STUDENT TESTS		
STUDENT QUESTION-NAIRES	I selected a role by myself. Yes - 82%	The role descriptions gave me little i choosing a role. Yes
TEACHER QUESTION-NAIRES	The teachers generally rated the technical quality of the media and the booklets as being high (n = 4). The teachers felt the preparation phase fit together well with the module preview. Two teachers felt the students understood how to use the devices to select roles.	One teacher rated the illustrations in in quality. There was inconsistency i the adequacy of the role descriptions appropriate information to select role information was rather inadequate and dents to grasp. One teacher felt the however, the vocabulary was very confu inconsistency in teacher opinions c of students in selecting roles. Two assistance was necessary. One felt th roles with some difficulty; another fe Two teachers commented that the studen different roles. It was hard for the the job entailed. One teacher indicat than planned. Another teacher felt th was not adequate for this level since after 1/3 of it had been shown.
TEACHER PANEL	Video tape used was a good motivational technique and was of high technical quality.	The video tape does not provide a job but rather an overview of advertising should have more "zip" and "pzazz" o review form, the directions were too plied for the jobs only on the basis job schedule, the students didn't hav commit themselves for the entire simu
OBSERVER FORMS	The students seemed excited about getting started in their jobs in the advertising agency and were enthusiastic about job selection.	One observer commented that the video interest; another observer felt stude the end of the tape.
TRENDS	1. Students were able to select roles by themselves: however, there are several major problems which will be indicated in the weakness section. 2. There was agreement among the teachers and observers that the general aspects of the technique of getting students into roles was a motivational one. Students seemed to be excited about getting into jobs.	1. The video-tape had a number of def - It was too long; the account dynamic enough. - The students did not receive the roles. 2. As indicated by student opinions a information was provided about rol apparently were selecting jobs bas title rather than understanding of 3. Teachers had mixed opinions about - the vocabulary - the degree to which students themselves. 4. The video tape did not provide a j of advertising. The objective of examined.

g: Preparation	RECOMMENDATIONS FOR REVISION
tle information helpful in Yes - 68%	
s in the booklet as being "low" cy in teacher opinion concerning ons in providing students with roles. Two teachers felt the and too difficult for the stu- the information was adequate; onfusing. There was also some ns concerning the independence Two teachers felt some teacher t the students were able to select r felt with little difficulty. udents didn't understand the the students to understand what icated the activity took longer t the "Bob Evans Video Tape" nce the students lost interest	Teacher recommendations to improve the activity included: 1. To allow students to pick one job at a time since the student didn't want to commit themselves without knowing what they were to do. 2. To list the role and its responsibilities instead of describi in paragraph form. Be more specific in job review, enumerate each person's responsibility. 3. To give the account executive something to do other than observe. 4. To include the job responsibilities of each role in the Bob Evan's film strip.
job preview for the students, sing. The account executive " on the video tape. On the job too complicated. The students ap- sis of job title. Concerning the have adequate information to simulation.	The video tape should focus in and be specific about jobs. The video tape would be better if an actor was hired to play the account executive. Simplify the job review form by including step by step (1 ... 2) directions. Mediate preparation booklet Have students fill out preference schedule on a task by task basis.
ideo tape didn't maintain student tudents were rather restless at	
deficiencies. unt executive role was not ive adequate information about ns and teacher comment, not enough role descriptions. Students based primarily upon the job g of the occupation. out such things as: nts were able to select roles by a job preview but an overview of the tape should be re-	1. Given the students' lack of knowledge about the jobs, it would be better for them to choose one job at a time instead of all simultaneously. Moreover, as it is noted in other places, the teachers indicated: 1) the students had to play too many roles; 2) some of the roles were not adequately defined or needed and 3) tasks for some of the roles should be redefined 2. Revisions to be considered concerning the video tape are: - shorten the video tape - re-examine the objective of the tape and perhaps redefin its purpose, - possibly, include real actors in order to add greater dynamic qualities to the various roles expecially the account executive. 3. In the simulation, expand the role of account executive. 4. Provide in both booklet and associated media descriptions of the roles. 5. Simplify the directions including the vocabulary level of the material.

DATA SOURCE	STRENGTHS	Advertising: Task WEAKNESSES
STUDENT TESTS AND QUESTION-NAIRES		
OBSERVER FORMS	One observer felt the progression from the Preparation activity to Task 1 went smoothly. The teacher gave a minimal amount of direction to the group.	In one class, the director was unable t the task from the simulation handbook a the questionnaire. The teacher played the group. In another class, the stude understanding their specific job assign them clarified by the teacher.
TEACHER QUESTION-NAIRES	There were inconsistencies in teacher opinions concerning the amount of time spent in the activity. In general, the teachers felt the task was appropriate to the maturation level of the students (n=2) or somewhat appropriate (n=2). All of the teachers rated the integration of one task with another as being "good". Two teachers had no special problems or breaks in the flow of activity. The teachers felt the students had at least an average understanding of task directions and of task materials. One teacher commented that the students were pleased to have the different envelopes and liked the business-like approach.	One teacher felt Task 1 was not stimula students. Two teachers noted having sp breaks in flow of the activities. Two problems in implementing the tasks. On allow the students to take materials ho of class time to the account executive one class, materials were missing from packet. Two teachers felt the recommen completing the task, while two other te or not enough time was recommended.
TEACHER PANELS	Film-o-sound mediation was very good.	The account executive does not have eno The director has difficulty in organizi directions were not clear enough for di enough time for task was recommended.
TRENDS	1. The teachers felt Task 1 was well integrated with the preparation section. 2. There was a division in teacher opinion concerning the maturation level of the materials for students, although most teachers felt the materials "somewhat" related to their maturation level. 3. The teachers felt the film-o-sound mediation was very good.	1. The success of the task is somewhat abilities of the director and the ac 2. If the students have trouble underst teacher involvement and/or direction 3. The account executive role does not meaningful activities. 4. There was some break in flow of acti the Preparation Section probably due for the teacher as well as the lack participants. 5. The estimated time for the activity classes. 6. Provisions were not always made to t study before the activity.

k 1	RECOMMENDATIONS FOR REVISION
—	—
to follow the directions for and was unable to understand d a large role in directing dents had difficulty in gnments and needed to have	—
lating and "turned off" the special problems in the o other teachers had major One teacher, who didn't home, had to allow 20 minutes e to study directions. In n the Research Director's ended time was appropriate for teachers felt too much time	The teacher needs to meet individually with the director to insure smooth implementation of the task. Need to explain the reaction records to students in more detail.
nough meaningful work to do. zing to do his work. The director to understand. Not	Add meaningful tasks or eliminate account executive role. Alert teacher ahead of time to send material home with Research Director. Extend amount of time for task.
t depended upon the leadership account executive. standing their roles, on is mandatory. t have enough in the way of tivity between Task 1 and ue to the lack of directions k of activity for one of the y was insufficient for some take the materials home to	1. The teacher should ensure that students with strong leadership abilities be cast into the roles of director and account executive or teachers provide assistance to students in leadership roles. 2. Re-examine the account executive role and if possible expand the activities, if not consider its elimination. 3. Increase the number of directions, and allow students to take booklets home, in order to reduce the break in flow of activity between tasks.

Advertising:

DATA SOURCE	STRENGTHS	WEAKNESSES
STUDENT TESTS	—	—
STUDENT QUESTION-NAIRES	Students comments shown in Table C.7 indicate that students like the market-media research ideas.	—
TEACHER QUESTION-NAIRES	—	One teacher felt that Task 2 was not st the students.
TEACHER PANELS	Film-o-sound mediation was good.	Instructions do not prepare the teacher to be interviewed. Research questions were not well worded Pupils were not prepared to conduct int
OBSERVER FORMS	In two classes, the teacher assigned the booklets for Task 2 to the students to study at home. In one class, the group was able to work productively and was well organized.	In another class, the students were sti uncertain of what to do despite having the materials at home.
TRENDS	1. The media was well received and in at least one class the task went as designed by the module developers. 2. Students apparently liked the researching types of activities but there were problems as indicated in the Weaknesses column.	1. More instructions are needed for th regard to arranging and administeri 2. Disorganization in this task may ha "turning off". (Also some students roles with little real activities.

g: Task 2	RECOMMENDATIONS FOR REVISION
—	—
—	—
t stimulating and "turned off"	—
cher to arrange for students rded. interviews.	Alert teacher and offer suggestions about arranging for interviews Reword research questions; spell out need for each question with greater clarity. Provide hints for interviewers to intitiate interview, i.e., reasons for interview.
still disorganized and were ing the opportunity to study	—
the task especially with ering the interviews. have led to some students nts are still probably in s. See prior RIS sheet.)	1. Revise the directions for both arranging and administering interviews; include more detail. Evaluator's Note 2. Strongly consider combining the research techniques and questions from Task 1 and Task 2 into one major activity.

Advertising:

DATA SOURCE	STRENGTHS	WEAKNESSES
STUDENT TESTS		
STUDENT QUESTIONNAIRES		
TEACHER QUESTIONNAIRES		
TEACHER PANEL	3A. Students found it rewarding and enjoyable. 3B. Very popular with those students who liked to draw. 3C. Most interesting and stimulating activity of simulation.	3A. Creative director was not alerted 3B. "Word Picture" was not adequately was just dropped.
OBSERVER FORMS	3A. Students for the most part were able to organize this task without much supervision. 3B. Students were absorbed and interested in developing rough drafts for their advertising campaigns.	3C. One observer thought the module's in providing information to follo Not all students finished their t students who finished earlier wer
TRENDS	The task with all its components was extremely well received by students. Both the teachers and the observers noted the high students' interest in the 3 activities and the ability of students to generally work through the activities independent of outside direction.	There are several minor implementatio teachers and observers. They are: - the term "word picture" is inade - directions are not always clear the flow chart and the role of t - not all students finished at the some became bored.

ng: Task 3	RECOMMENDATIONS FOR REVISION
ted to prepare for session. ely defined. Magazine layout	3A. Have creative director read material ahead of time. 3B. Make clearer what "word picture" means. Complete magazine layout as well as commercials.
e's flow chart was "too sketchy" llow procedures. r tasks at the same time. The were bored waiting.	
ion problems noted by dequately defined; r especially with regard to f the creative director; he same time and therefore	1. Creative director should be alerted to read materials ahead of time. 2. Improve some of the directions and define terms better. 3. The magazine layout activity ends at this point of time. It apparently worked well. Consideration should be given to continuing it into Tasks 4 and 5, or possibly restructuring Tasks 4 and 5 into one major activity with 3 subparts: - producing a radio commercial - producing a TV commercial - producing magazine (and perhaps poster size) adverti ments.

Advertising:

DATA SOURCE	STRENGTHS	WEAKNESSES
STUDENT TESTS		
STUDENT QUESTIONNAIRES		
TEACHER QUESTIONNAIRES		The module is assuming students have b equipment.
TEACHER PANEL		Students do not always have competenci tasks (audio or video recording). Too recommended. Tasks were not meaningfu
OBSERVER FORMS		One class used four class periods to c encountered problems trying to get the The observer felt audio technicians sh material before beginning the task.
TRENDS		Strikingly, no strengths were ide module. The following specific weakne 1) the task assumes students hav particularly in the use of audiovisual 2) too many technicians were re taping of the radio commercial. This task so much that it was not meaningfu

ing: Task 4	RECOMMENDATIONS FOR REVISION
———	———
———	———
ve background in audio visual	One teacher recommended that the persons in Task 3B and 3C who were in charge of doing Radio and T.V. should be director and assistant in their respective media for Tasks 4 and 5.
tencies to perfo-m technical Too many technicians were ingful for them.	Omit video tape option in task. Create other jobs (roles) or reduce the number of participants in task.
to complete Task 4. They t the tape machine operational. ns should be acquainted with the k.	———
e identified in this part of the eaknesses were noted: s have technical skills isual equipment. re recommended for the simple This may have fragmented the ingful for many students.	1. As one teacher noted, the people in charge of the leadershi roles in Task 3 should be carried over to the leadership roles in Tasks 4 and 5. (There may be some break in flow here due to the shifting of roles.) 2. More meaningful activity has to be provided for many studen in this task. Several ways to handle this were suggested by the teachers. 3. The audiovisual slide tape presentation may not have been effective here. It should be carefully reviewed. 4. Given the difficulty students had in using the equipment, the inclusion of the whole activity should be carefully considered when the module is reconfigured.

Advertising

DATA SOURCE	STRENGTHS	WEAKNESSES
STUDENT TESTS	—	—
STUDENT QUESTIONNAIRES	—	—
TEACHER QUESTIONNAIRES	—	The students did not know how to use Not enough activity for audio techni teachers have background experience i
TEACHER PANEL	—	Students do not always have competenc Too many technicians were recommende The 24 hour return on slides was not for audio visual specialists to trai
OBSERVER FORMS	Two classes made the T.V. commercial within two class periods using video tape equipment. One class's commercial consisted of a slide/tape show.	—
TRENDS	The only strength identified here were those noted by the observations. These observations were primarily descriptive in nature and not indicative of a real strength. (See above.)	Serious problems emerged in this ta 1. students did not know how t equipment. 2. teachers may be unfamiliar 3. the 24-hour return time on 4. too many technicians were

ing: Task 5	RECOMMENDATIONS FOR REVISION
use the audio visual equipment. hnicians. The module assumes e in audio visual equipment.	
ency to perform technical tasks. nded. not realistic. Had to allow time rain students.	Provide additional class time activity for a 48 hour wait on the slides.
task, in that: w to use the audiovisual lar with the equipment. on slides is unrealistic. e recommended in the task.	1. Extend the time allotment for the return on slides. 2. Given the difficulty students had and teachers may have had this activity should be carefully reconsidered before including it in the final package.

DATA SOURCE	STRENGTHS	WEAKNESSES
STUDENT TESTS		
STUDENT QUESTION-NAIRES	The summary helped me to "pull things" together. Yes - 66%	
TEACHER QUESTION-NAIRES	Two teachers rated high the effectiveness of the summary to provide a reasonable culmination. Three teachers felt there was average integration of summary with immediate activities. All teachers felt the summary was "somewhat effective" in helping students learn about occupational roles performed by others in the simulation and "somewhat useful" in helping students make decisions about participation in other occupational exploration activities.	One teacher felt her students were not Another teacher felt her students were out the questionnaires while a third t too many parts to the summary with too
TEACHER PANELS		Waste of time -- students felt it spoi
OBSERVER FORMS	One class completed the summary section outside on the school lawn and later planned a surprise party for their teacher after the posttest.	One teacher gave her class the summary Task 5.
TRENDS	1. Generally, the teachers and students concurred that the summary was an effective means for culminating the activity. 2. Teachers noted the summary was somewhat effective in helping students learn about occupations and somewhat useful in helping students making decisions about participating in other exploration activity. 3. As the observer noted, the Module generated quite a bit of enthusiasm in one class.	1. While there was general agreement the simulation, there was some feel simply had too many forms to fill ations section of the RIS.) 2. One teacher commented that the tas 3. The weakness described by the teac contradictory when compared to othe summary. Perhaps the summary and forms tended to dampen some of the module.

ing: Summary	RECOMMENDATIONS FOR REVISION
not interested in the summary. weren't interested in filling rd teacher felt there were far too much repetition.	
spoiled the simulation.	
mary lesson before completing	
nt about the effectiveness of feeling that the students ll out. (See overall consider- task seemed repetitious. eacher panel seemed to be other points given for the and its extensive reliance on the positive impact of the	1. Reduce excessive reliance on forms. 2. Avoid excessive repetition with earlier parts of the simulation.

APPENDICES

APPENDIX A:

Advertising

Knowledge Test - "What Do You Know?"

and

Attitude Scale - "What Do You Like?"

The project presented/reported herein was performed pursuant to a grant from the National Institute of Education, Department of Health, Education, and Welfare. However, the opinions expressed herein do not necessarily reflect the position or policy of the National Institute of Education, and no official endorsement by the National Institute of Education should be inferred.

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CREATING AN ADVERTISING CAMPAIGN
AN EXPLORATION ACTIVITY

WHAT DO YOU KNOW? and WHAT DO YOU LIKE?

This booklet contains two short tests. The purposes of the tests are to find out what you know about work in the advertising field and what kinds of activities you might enjoy doing in advertising. These tests will not in any way affect your grade.

Directions: To complete the first test, use the answer sheet and pencil that have been provided. In one corner look for the blanks marked "Course," "Instructor," etc. Then indicate the class you are in, in the space marked "Course," write in your teacher's ("Instructor") name, your name, and your school ("Campus") in the spaces provided. Then right above where you've been writing, darken the spaces which indicate your sex and today's date.

For each question on this test there are several short phrases or statements listed. Pick the one that best describes your answer and then darken the appropriate space opposite the item number on the answer sheet. Note: on the answer sheet the item numbers go across the page instead of up and down.

If you don't know the answer to a question, GUESS.

Thanks for your help.

You may turn the page and start as soon as you have completed reading the above paragraphs.

CREATING AN ADVERTISING CAMPAIGN

AN EXPLORATION ACTIVITY

"WHAT DO YOU KNOW?"

FILL IN THE FOLLOWING INFORMATION

Name________________________________ Age______ Grade______

START THE TEST

1. An account executive in an advertising firm is most similar to which of the following jobs?

    a. Astronomer
    b. School superintendent
    c. Welder
    d. Electrical engineer

2. People who work in advertising could best be described as

    a. Researchers
    b. Executives
    c. Communicators
    d. Actors

3. A "word picture" is used in creating

    a. A television commercial
    b. A radio commercial
    c. A magazine advertisement
    d. All of the above

4. A spatial arrangement of illustrations or photographs, headlines, and written ideas put into a unified message is called a

    a. Script
    b. Word picture
    c. Layout
    d. Monologue

5. Which of the following tools would be used by a market researcher in the advertising field?

   a. Hidden cameras
   b. Surveys and interviews
   c. Television and radio ads
   d. Record players

6. In an advertising agency, who acts as a link between the client and the other members of the agency?

   a. The market research director
   b. The media research director
   c. The layout artist
   d. The account executive

7. Market researchers would be most concerned with

   a. The ages of the potential buyers of a product
   b. The interests of potential buyers of a product
   c. Determining the approximate price at which to sell the product
   d. All of the above

8. Who has the responsibility for organizing the research findings of others in order to identify who might buy a product?

   a. Layout artist
   b. Market research director
   c. Ad writer
   d. Account executive

9.-11. Producing ads for products requires the skills of many different people. For each of the people named below, two skills are listed. Pick the skill that you think is most important to the person's work and place the number (1 or 2) of that skill on the line next to the person named.

Account executive	____	1. Organizing the work of a team of people	2. Determining the need for the product
Sponsor or client desiring the ad	____	1. Determining the need for the product	2. Evaluating the final ad that is produced
Market researcher	____	1. Determining the need for the advertised product	2. Determining the content of the ad

12. In advertising a "word picture" is the result of the efforts of people involved in

   a. A brainstorming session
   b. The development of a storyboard
   c. A market research study
   d. None of the above

13. The market for a product refers to

   a. Where it is manufactured
   b. What its price will be
   c. Who will buy the product
   d. All of the above

14. The storyboard artist works most closely with which of the following to create an advertisement?

   a. The account executive
   b. The production assistant
   c. The scenery designer
   d. The copywriter

15. Layout artists who help in the production of TV ads perform which of the following functions?

   a. Designing television scenes and settings
   b. Lettering the titles and captions for ads
   c. Editing video tapes for ads from an artistic standpoint
   d. Organizing the flow of action in an ad

16. Suppose that an advertising company has been asked to create a compaign for a hair dye. The results of a research study were as follows:

% OF All People Who Dye Their Hair

Age	Male	Female
15-30	1%	21%
30-45	3%	38%
45-60	5%	32%

To what group should the advertising campaign be directed for best results?

   a. Males 30-45
   b. Females 15-30
   c. Females 30-45
   d. Males 45-60

17. The primary difference between a radio and a television advertisement is

    a. The amount of air time for the ads
    b. The amount of work necessary to produce the different ads
    c. The degree to which the audiences must use its imagination
    d. All of the above

18. Pictures are to words as

    a. Market researcher is to layout artist
    b. Copywriter is to storyboard artist
    c. Storyboard artist is to layout artist
    d. Storyboard artist is to copywriter

19. If you were creating an advertising campaign for Waverly's Waffles, what would be the first step?

    a. Producing a TV commercial
    b. Developing a storyboard
    c. Identifying the target audience
    d. Studying the viewing, reading, and listening habits of the target audience

20. The phrase "word picture" is frequently used in the advertising field. Which of the following statements best describes what a word picture is?

    a. A picture with a caption that is used in magazine and newspaper ads
    b. A written description of the general theme of an ad
    c. A picture with a title that is used for television ads
    d. All of the above

21. If you were to use television in an advertising campaign, what would be the best way to use it?

    a. Determine which shows were most watched by potential buyers and place ads there
    b. Space ads out over the entire day
    c. Put ads on during the weekends since TV viewing is heaviest then
    d. Place ads with shows where the products could be also used in the show

22. In producing a television commercial the first thing the producer must have is

    a. The completed storyboard for the ad
    b. The script of the ad
    c. The drawings for the ad
    d. Photos of what is to be included in the ad

23. Who has the primary responsibility for selecting talent, and conducting and putting together the final radio tape of an ad?

a. The account executive from the advertising firm
b. The sponsor of the ad
c. The radio producer-director
d. The person who created the ad and wrote the radio script

24. Which of the following tasks is the responsibility of graphic artists who help in the production of television ads?

a. Designing television scenes and settings
b. Lettering or drawing the "titles" and captions for ads
c. Editing video tapes for ads from an artistic standpoint
d. Organizing the flow of action in an ad

25. The media (television, radio, newspapers, etc.) to be used in an advertising campaign is best determined by

a. The type of product to be sold
b. Price of the product
c. The nature of the people who might buy the product
d. The amount of money people might be willing to pay for the product

26. Blocking in a radio or TV advertisement refers to

a. Writing copy for a storyboard
b. The arrangement of equipment, actors and sets
c. Breaking the ad into several key parts or segments
d. All of the above

27. People who work in creating ads usually

a. Depend heavily on the work of each other
b. Work primarily alone
c. Do not show their work to each other
d. Have a college degree and have passed special advertising examinations

28. Which of the following methods is used to gain information about people who might buy a product?

a. Interviewing by telephone
b. Taking opinion polls
c. Analyzing government studies and reports
d. All of the above

29. You have been appointed to lead an advertising campaign for a new game called "Stumpler-King of the Puzzles." What would be the first step in developing the campaign?

a. Studying the potential customers for the game
b. Developing the ads for the game
c. Deciding colors for the game and it's ads
d. Developing catchy jingles for ads

30. In planning an advertising campaign for a new "monopoly" type of game, which of the following pieces of information about the potential buyers would be most useful?

a. The recreational interests of different age groups of the potential buyers
b. The educational level of the potential buyers
c. The occupations of potential buyers
d. The average number of children per family in the buying public

31. Advertising could be best described as a field in which

a. Preconceived ideas are converted into completed final ads
b. The sponsor's ideas are converted into the completed final ads
c. Ideas are explored, several are selected and converted into completed final ads
d. The completed final ads are mostly copies of other ads

32. If you were going to advertise a laundry detergent (with the target audience in mind), what would be the best way of communicating the message?

a. A TV commercial during the Saturday morning cartoons
b. An ad on the sports page of the newspaper
c. A commercial on daytime television
d. A radio commercial on a rock station

CREATING AN ADVERTISING CAMPAIGN

AN EXPLORATION ACTIVITY

"WHAT DO YOU LIKE?"

This is the second set of questions for you to answer. The purpose of these questions is to find out what types of activities you might enjoy doing in the advertising field. We would also like to know what reasons you have for liking these activities.

There are only seven (7) questions to answer. Directions for answering are found on each page. Write your answers directly on the page.

After you have completed the questions, please return this booklet and your answer sheet from the first test to your teacher. Thanks for your help.

Please turn the page and begin the questions as soon as you have finished reading the above paragraphs.

Directions: For the six questions below, place a check ( ) in the column which best describes whether you would like, dislike, or are uncertain about trying the activity described in the question. List reasons for your choice in the space provided at the right of the page. All the activities described are work done by people who work in the advertising field. If you do not know enough about the activity to decide, check only the last column and do not list any reasons.

QUESTIONS	Yes, I would like to try doing this.	No, I would not like to try doing this.	I'm uncertain about trying to do this.	I don't have enough information to make a decision.	MY REASONS FOR MY CHOICE ARE:
1. Would you like to try gathering and summarizing information about what kinds of people buy certain products?					
2. Would you like to try gathering and summarizing information about what kinds of T.V. shows, radio shows, newspapers and magazines people watch and read?					
3. Would you like to try developing new ideas and turning them into advertisements?					
4. Would you like to try operating behind the scenes (illustrating ads, writing scripts, taping ads, etc.) in putting together radio, television or magazine advertisements?					
5. Would you like to try directing other people in putting together radio, television or magazine advertisements?					
6. Would you like to try evaluating the quality of other people's creative work in order to help them come up with a better advertisement?					

7. Below is a conversation between two people. Person 1 is looking for a job in the advertising field and person 2, a worker in advertising, is thinking about giving person 1 some advice. Pretend that you are person 2, giving advice. Simply complete person two's advice at the end of the conversation.

The Conversation

Person 1:	Hi pal, how's it going?
Person 2:	Well, aside from just paying my income tax, everything's pretty good. How's it with you?
Person 1:	Fine, but I've been thinking about going into a different line of work. Advertising looks interesting. Isn't that what you do?
Person 2:	Yes, I've been in advertising for about 3 years.
Person 1:	Listen, would you help me out? Would you tell me what kinds of experiences or activities might help me to prepare for a job in the advertising field?
Person 2:	Sure, here's what I would do if I were you.

(Complete the rest) ______________________________

____

____

____

____

____

____

Please return this booklet and your answer sheet to your teacher.
Thank you.

"WHAT DO YOU THINK?"

Now that you have completed this simulation, the people who developed it would like to find out what you think about your experience. Your ideas will help to make the simulation better. Remember, THIS IS NOT A TEST and your answers will not be graded. So feel free to check and to say what you think about this simulation.

To complete the questionnaire first fill in the information requested below.

FILL IN THE FOLLOWING INFORMATION

Name ________________________________ Date ________________

School ______________________________ City ________________

Age ________________

Grade (circle one) 8th 9th Other (please specify) ________

Sex (circle one) Male Female

Subject taught in this class ______________________________

Teacher's name ______________________________

START THE QUESTIONS

This is a list of statements which describe ideas about the simulation module you have just completed. Answer each statement by checking the category which comes closest to what you think:

> Check "AGREE" if you think the statement is true for you.
>
> Check "DISAGREE" if you think the statement is NOT true for you.

	AGREE	DISAGREE
1. The preview and the other activities at the beginning helped to prepare me for the simulation.	____	____
2. The role descriptions gave me little information helpful in choosing a role.	____	____

		AGREE	DISAGREE
3.	I selected a role by myself.	_____	_____
4.	The teacher helped the class to select roles.	_____	_____
5.	Some of the tasks were too complicated or too hard for me to do.	_____	_____
6.	The summary helped me to "pull things together."	_____	_____
7.	The simulation preview, activities and summary fit well together.	_____	_____
8.	There were too many forms to fill out with this simulation.	_____	_____
9.	The directions in the materials were clear to me.	_____	_____
10.	The teacher explained a lot of words.	_____	_____
11.	The pretest and posttest were difficult for me.	_____	_____
12.	The booklets and resource materials were easy to read.	_____	_____
13.	The teacher explained a lot of ideas.	_____	_____
14.	The simulation was too short.	_____	_____
15.	Sometimes I had nothing to do.	_____	_____
16.	Sometimes I had too many things to do in this role.	_____	_____
17.	I learned quite a bit about jobs in this field of work.	_____	_____
18.	I learned very little about how to work with other people.	_____	_____
19.	The simulation did not help to answer some of the questions I have about jobs.	_____	_____
20.	I enjoyed working with other students during the simulation.	_____	_____

Answer these questions by circling the letter in front of the phrase that best describes your answer.

21. How much do you feel you learned about jobs in this field of work from the simulation?

a. Very much b. Much c. An average amount d. Little e. Very Little

22. How much trouble do you feel you had knowing what to do next in the simulation?

a. Very much b. Much c. An average amount d. Little e. Very little

23. How would you judge the length of time you spent participating in this simulation module?

a. Too long b. Long c. Just right d. Short e. Too short

For the next questions, write in your answers. Space has also been provided for you to write in any comments/suggestions you might have. You are encouraged to do so.

24. What role (or roles) did you play in this simulation?

____

25. Name some of the things you liked most about the role(s) and some of the things you liked least about the role(s).

Liked Most	Liked Least
____________________	____________________
____________________	____________________
____________________	____________________

26. What other roles in the simulation did you find interesting?

____

27. Why did you find this role (or roles) interesting? If you did not find any other roles interesting, can you say why?

28. Name some of the materials (Examples: slides, tapes, films, resource materials, booklets, etc.) you liked most and some of the materials you liked least. If you did not use any materials, check this space._____

Liked Most	Liked Least
____________________________	____________________________
____________________________	____________________________
____________________________	____________________________

29. Compared to your former feelings, how do you now feel about jobs in this area of work?

WHY?

_____I am more interested now

_____I am less interested now

_____I was not interested and I feel the same way now

_____I was interested and I feel the same way now

30. Did you discover any new interests by participating in this simulation?

_____Yes, I am now interested in____________________________

_____No

31. Name some of the things you liked most about the simulation and some of the things you liked least about the simulation.

Liked Most	Liked Least
____________________________	____________________________
____________________________	____________________________
____________________________	____________________________
____________________________	____________________________

32. Write down some of your ideas on how the simulation might be made better.

As soon as you have completed these questions, turn in this booklet to your teacher.

Thank you.

APPENDIX C:

Midway Questionnaire

and

General Module Evaluation

MIDWAY QUESTIONNAIRE

The project presented/reported herein was performed pursuant to a grant from the National Institute of Education, Department of Health, Education, and Welfare. However, the opinions expressed herein do not necessarily reflect the position or policy of the National Institute of Education, and no official endorsement by the National Institute of Education should be inferred.

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MIDWAY MODULE QUESTIONNAIRE

The questionnaire is divided into several sections. Each section in order corresponds to a part or a phase of the simulation module. The last sections deal with your overall perceptions at this point in time regarding what has happened in the module.

Fill in the information requested at the top of the questions. Then answer each question by circling the letter in front of the phrase that best describes your answer, unless given other specific directions in the question. Space has also been provided for you to write in any comments/suggestions you might have. You are encouraged to do so.

FILL IN THE FOLLOWING INFORMATION

Teacher Name______________________________School________________________

Date________________Part of the Module you are now working on_______

INTRODUCTION TO SIMULATION

1. Overall, how would you rate the technical quality (appearance, ease of use, etc.) of the slides and booklet? (Answer both parts of question if applicable.)

Slides	Booklet	Comments
a. Very Good	a. Very Good	
b. Good	b. Good	
c. Average	c. Average	
d. Poor	d. Poor	
e. Very Poor	e. Very Poor	

2. In what order would you recommend the use of slides and the booklet? (Choose only one).

   a. Use both in any order
   b. Use both with booklet first
   c. Use both with slides first
   d. Use the booklet only
   e. Use the slides only
   f. None of the above

3. Please record any strengths and/or weaknesses that you observed while working with this part of the simulation module__________

____

____

MODULE PREVIEW

4. Indicate the form of presentation used (e.g., booklet, sound-slide, game, etc.) ______________________________

5. How would you rate the technical quality (ease of use, appearance, etc.) for media and/or the illustrations for booklets?

   a. Very High   b. High   c. Medium   d. Low   e. Very Low

6. In your judgment, did this form provide pertinent information that students could use in making decisions about module participation?

   a. Very Pertinent   b. Rather Pertinent   c. Average   d. Not very Pertinent   e. Not Pertinent at all

7. Overall, how would you rate the ability of the "Preview" form for motivating students to participate in the module?

   a. Very High   b. High   c. Medium   d. Low   e. Very Low

8. Please record any strengths and/or weaknesses that you observed while working with this part of the simulation module __________

   ____

   ____

PREPARATION PHASE/ROLE SELECTION

9. Indicate the form of presentation (e.g., slide-tapes, booklets, etc.) used in the Preparation Phase. ______________________________

10. How would you rate the technical quality (e.g., ease of use, appearance, etc.) for media and/or illustrations for booklets?

    a. Very High   b. High   c. Medium   d. Low   e. Very Low

11. How well did the Preparation Phase fit together with the Module Preview? (i.e., did the Preview flow into the Preparation Phase?)

    a. Very Well   b. Well   c. Somewhat   d. Poorly   e. Very Poorly

12. Did the initial role descriptions provide students with enough information for selecting roles?

    a. Yes, the information was very adequate
    b. Yes, the information was rather adequate
    c. No, the information was rather inadequate
    d. No, the information was very inadequate

13. If schematic devices (e.g. schedule cards) were available to help select roles, did students understand how to use them?

    a. Yes, with little or no help
    b. Yes, with some help
    c. Yes, with a great deal of help
    d. No
    e. Not applicable

14. Were the students able to independently select themselves into roles?

    a. Yes, with little difficulty
    b. Yes, with some difficulty
    c. No, some teacher assistance was necessary
    d. No, extensive teacher assistance was necessary

15. If you had to help students select roles, please describe the nature of that assistance (e.g. asked students to draw lots when several wanted the same role; explained use of schematic device, etc.) in the space below:

16. Please record any strengths and/or weaknesses that you observed while working with this part of the simulation module__________

____

____

FIRST TASKS

This section includes questions about the implementation of tasks, the flow of one task to another, etc. We would like your reactions to the tasks up to this point. We realize that you have not completed all of the tasks. We will ask you about the later tasks in the short questionnaire administered after the module has been completed.

17. In general, was the recommended time appropriate for completing the tasks?

    a. Yes
    b. Somewhat
    c. No
    If "No," please specify the task(s)____________________

18. In general, were the tasks appropriate to the maturational level of the students?

a. Yes
b. Somewhat
c. No
If "No," please specify the task(s)________________________

19. How would you rate the flow or integration of one task with another?

a. Very Good   b. Good   c. Average   d. Poor   e. Very Poor

20. Did you have any special problems or any particular breaks in flow?

a. Yes
b. No
If "Yes," please specify____

21. How would you rate student understanding of task directions and/or task materials?

a. Very High   b. High   c. Average   d. Low   e. Very Low

If "Low," or "Very Low," please specify________________________
____

22. Did the students have any major problems in implementing the tasks?

a. Yes
b. Somewhat
c. No
If "Yes," please specify____

23. Please record any strengths and/or weaknesses that you observed while working with this part of the simulation module__________
____
____

STUDENT INTEREST AND UNDERSTANDING

24. In general, were the directions in the module clear enough for students to understand what was expected of them?

a. Very Clear   b. Clear   c. Average   d. Unclear   e. Very Unclear

25. In general, was the vocabulary of the module consistent with the maturational level of the students in the simulation?

a. Yes, most of it   b. Yes, some of it   c. No, not much of it   d. No, none of it

26. In general, were the students able to understand the concepts presented in the materials?

a. Yes, most of the time   b. Yes, some of the time   c. No, not much of the time   d. No, not at all

27. In general, did the materials stimulate student interest?

a. Yes, most of the time   b. Yes, some of the time   c. No, not much of the time   d. No, not at all

28. Did your students experience problems with the reading level of this simulation module?

a. Yes, many problems   b. Yes, some problems   c. Yes, but few problems   d. No problems

29. While working with the students in the simulation module, did you spend extra time in reviewing the basic concepts presented in that phase?

a. Yes, I spent much time
b. Yes, I spent little time
c. No, I didn't spend any time

30. Please record any strengths and/or weaknesses that you observed while working with this part of the simulation module__________

____

____

ADEQUACY OF MATERIALS - OVERALL PERCEPTIONS

31. In general, how well did the transitions from phase to phase of the module proceed?

a. Very Well   b. Well   c. About Average   d. Poorly   e. Very Poorly

32. Up to this point, are there any additions, deletions, or changes in the module that you feel should be made?

a. Yes, make the following changes____________________________

____

b. No changes are necessary

33. Are there any parts of the module that "just didn't work?"

a. Yes, the following parts ________________________________

____

b. No, all parts worked well

34. All factors considered, which specific set of materials would you rate as the best?

____

35. All factors considered, which specific set of materials would you rate as the worst?

____

36. Up to this point, add as many comments and/or suggestions for revision of the module as you might have.

GENERAL MODULE EVALUATION

The project presented/reported herein was performed pursuant to a grant from the National Institute of Education, Department of Health, Education, and Welfare. However, the opinions expressed herein do not necessarily reflect the position or policy of the National Institute of Education, and no official endorsement by the National Institute of Education should be inferred.

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GENERAL MODULE EVALUATION

This questionnaire is divided into several sections. The first two sections correspond to the last tasks in the module (i.e., those from the Midway Questionnaire to the end of the module) and to the Summary Phase. The last sections deal with general teacher and student background and your overall perceptions of the quality of the materials, implementational problems, student interest and understanding, etc.

Answer each question by circling the letter in front of the phrase that best describes your answer, unless given other specific directions in the question. Space has also been provided for you to write in any comments/suggestions you might have. You are encouraged to do so.

GENERAL MODULE EVALUATION

FILL IN THE FOLLOWING INFORMATION

Teacher Name______________________School____________________Sex______

Years of Teaching Experience_____________City_________________________

LAST TASKS

1. In general, was the recommended time appropriate for completing the tasks?

   a. Yes
   b. Somewhat
   c. No
   If "No," please specify the task(s)______________________________

2. In general, were the tasks appropriate to the maturational level of the students?

   a. Yes
   b. Somewhat
   c. No
   If "No," please specify the task(s)______________________________

3. How would you rate the flow or integration of the tasks with each other?

   a. Very Good b. Good c. Average d. Poor e. Very Poor

4. Did you have any particular breaks in flow?

   a. Yes
   b. No
   If "Yes," please specify____

5. How would you rate student understanding of task directions and/or task materials?

   a. Very High b. High c. Medium d. Low e. Very Low
   If "Low," or "Very Low," please specify__________________________

6. Did the students have any major problems in implementing the tasks?

   a. Yes
   b. Somewhat
   c. No
   If "Yes," please specify____

7. Please record any strengths and/or weaknesses you observed while working on this part of the simulation module:

____

____

SUMMARY PHASE

8. How would you rate the effectiveness of the Summary Phase in providing a reasonable culmination, i.e., in tying together concepts, roles, etc. presented in the module, to the simulation experience?

a. Very High b. High c. Medium d. Low e. Very Low

9. To what extent was the Summary Phase integrated with the immediately preceding activities or tasks?

a. Very Well b. Well c. Average d. Poorly e. Very Poorly

10. How would you rate the effectiveness of the Summary Phase in helping students learn about occupational roles performed by others in the simulation?

a. Very Effective b. Somewhat Effective c. Not Effective

11. How useful do you feel the Summary Phase would be in helping students to make decisions about participation in other occupational exploration activities, i.e., other simulation modules, etc.?

a. Very Useful b. Somewhat Useful c. Not Useful

12. Please record any strengths and/or weaknesses you observed while working on this part of the module:

____

____

OVERALL PERCEPTIONS

TEACHER BACKGROUND

13. In what kind of group setting (e.g., English classroom, math classroom, students from study hall, students from a guidance group, etc.) and at what grade level did you introduce this simulation?

    a. Group Setting (please specify)____________________________

    b. Grade Level (please specify)______________________________

14. Have you had any previous experience with simulation as an instructional technique?

    a. Yes, as a teacher
    b. Yes, as an observer
    c. Yes, as a participant
    d. No

15. If you answered yes to question 14, briefly describe the nature and extent of your previous experiences with simulation If your response to question 14 was "No", please proceed to question 16.

    a. My previous experiences with simulation include___________

    ____

    ____

16. Which of the following statements best describes your reasons for participating in the pilot test of this simulation module?

    a. Wanted to try out new ways of organizing instruction for students
    b. Have an interest in Career Education
    c. Thought material was of value for students
    d. Have a general interest or curiosity
    e. I was requested to participate
    f. Other, or some combination of the above (please specify)__

    ____

4

STUDENT BACKGROUND

17. How were students selected to participate in the simulation?

    a. Students volunteered from the class
    b. The class, rather than the students, volunteered
    c. Student volunteers from a study hall
    d. Other, please specify____

    ____

18. If you had volunteer students participating in the simulation, which of the following reasons best describes your perception of why they participated? If you did not have any volunteer students, please proceed to question 19.

    a. Interest in trying something new
    b. Interest in particular area simulated
    c. Interest in careers
    d. Interest in just getting out of class or study hall
    e. Other, or some combination of the above (please specify)__

    ____

    ____

    f. I can't really guess at the reason(s)

19. Indicate any special characteristics of this class, e.g., many slow readers in class; many students with exceptionally good verbal skills; etc., which may bias the results of the pilot test of this module. Also, describe how you feel the results will be biased by these characteristics.

    a.

Characteristics	Biases Produced
________________________	___________________________
________________________	___________________________
________________________	___________________________

    b. No special characteristics

IMPLEMENTATION OF THE MODULE

20. How well did the in-service training prepare you to work with the module?

    a. Very Well   b. Well   c. Somewhat   d. Poorly   e. Very Poorly

21. Did the in-service training provide you with a general understanding of your role in the module implementation?

    a. Yes
    b. Somewhat
    c. No
    If "No," please specify ______________________________________

    ____

22. While working with this module, did you have to allot (or spend) more time than you normally would for preparation (exclude the time spent in in-service training)?

    a. Yes, specify additional time in hours ______________
    b. Some extra time was necessary
    c. No extra time was necessary

23. How sizable was the job of managing/coordinating (helping students, keeping track of materials) this simulation module for you?

    a. Very Sizable   b. About Average   c. Not Sizable

ADEQUACY OF EVALUATION MATERIALS

24. Do you feel that the knowledge (What do you know?) and the attitude (What do you like?) tests were adequate measures of the material contained in the module? (Answer both parts of the question.)

Knowledge Test	Comments	Attitude Test	Comments
a. Yes		a. Yes	
b. Somewhat		b. Somewhat	
c. No		c. No	

25. To what extent was the knowledge test difficult for students?

    a. Very Difficult   b. Difficult   c. About Average   d. Easy   e. Very Easy

STUDENT UNDERSTANDING, INTEREST, AND PARTICIPATION

26. In general, were the directions in the module clear enough for students to understand what was expected of them?

    a. Very Clear
    b. Clear
    c. Average
    d. Unclear
    e. Very Unclear

27. In general, was the vocabulary consistent with the maturational level of the students in the simulation?

    a. Yes, most of it
    b. Yes, some of it
    c. No, not much of it
    d. No, none of it

28. Did your students experience problems with the reading level of this module?

    a. Yes, many problems
    b. Yes, some problems
    c. Yes, but few problems
    d. No problems

29. To what extent do you feel students were receptive (interested in, excited by) to simulation as a way of learning?

    a. Very Receptive
    b. Receptive
    c. Average
    d. Non-Receptive
    e. Very non-Receptive

30. To what extent do you feel that students were receptive (interested in, excited by) to the content of this particular module?

    a. Very Receptive
    b. Receptive
    c. Average
    d. Non-Receptive
    e. Very non-Receptive

31. Was there any change in student interest or motivation as they progressed through the module?

    a. Yes
    b. Somewhat
    c. No
    If "Yes," interest changed as follows ______________________________

    ____

32. Do you feel that this module reinforced or helped to build the student's ability to make decisions?

    a. Yes
    b. Somewhat
    c. No
    d. Don't know
    If "Yes," please specify how ______________________________

    ____

33. In your judgment, how much did the students learn about the process of simulation (role playing, problem solving, group interaction, etc.)

a. Very Much b. Much c. An average amount d. Little e. Very Little

34. In your judgment, how much did students learn about the content of the module?

a. Very Much b. Much c. An average amount d. Little e. Very Little

35. Are there any students or groups of students (e.g., some students may have difficulty working in small self-directed groups) that you feel would have difficulty in participating in simulated types of experiences?

a. Yes
b. No
If "Yes," please specify ______________________________

____

36. For what grades would you consider this module to be appropriate?

a. 10th or higher b. 9th c. 8th d. 7th or lower e. Other

37. Ideally, how many students should participate in this module?

Number of students ____________

38. In general, did this module change the working relationships (personal interactions) between you and participating students?

a. Yes
b. Somewhat
c. No
If "Yes," or "Somewhat," the relationship changed as follows ___

____

OVERALL PERCEPTIONS AND RECOMMENDATIONS

39. Overall, how would you rate the quality of the module?

a. Very Good	b. Good	c. Average	d. Poor	e. Very Poor

40. If possible, would you use this module with students again?

a. Yes, with no modifications
b. Yes, with minor modifications
c. Yes, with major modifications
d. No
Please comment, if you wish ____________________

____

41. Would you recommend this module to other teachers?

a. Yes
b. No
Please give your reason(s) ____________________

____

42. Were the main ideas and themes presented with logical consistency in the content of the module?

a. Yes
b. Somewhat
c. No
If "No," please specify where the problems occurred __________

____

43. All factors considered, which specific set of materials would you rate as the best?

____

____

44. All factors considered, which specific set of materials would you rate as the worst?

____

____

45. Add as many comments and/or suggestions for revision of the module as you might have.

____

____

____

APPENDIX D:

Observer Form

SIMULATION OBSERVERS FORM - A

This instrument is designed to obtain samples of on-going classroom behavior of students using simulation modules. These modules are being pilot tested as a part of the Occupational Exploration Program by the Center for Vocational and Technical Education at The Ohio State University and the Jefferson County Public Schools.

The observation form is made up of a set of three sheets. Each set contains four parts: the heading, media section, general comments and the interaction and activities section. An observation form set is to be used for each period that is observed. The parts of each set are discussed below.

The Heading

The heading simply identifies the time, place, observer and the portion of the module that was observed. For ease of completion, the observer's name, school, and module have been given a number code. Simply circle the appropriate number according to the code below:

Observer: Numbers will be assigned

School:
1. Alameda Junior High
2. Hamilton Junior High
3. Lake Junior High
4. Wheat Ridge Junior High

Module:
1. Communications
2. Product Services
3. Insurance
4. Health & Welfare

Date: Indicate the date of the observation

Activity or Activities: Indicate either the title of the activity i.e. "Preview" "Summary" or the number i.e. "Task 3" etc. Several spaces are provided in the event that more than one task or activity takes place in one period.

1. Media

The media section has two spaces that should be completed each time the pupils use some form of media. In the space following the type of media used, place a check (✓) each time the media is used. For each (✓), the number of students using that form of media should be indicated in the No. of Students Column. (See sample).

2. General Comments

The general comments section is designed to capture comments that do not lend themselves to the other categories. Two categories that are of continuing interest is the amount of time spent by pupils getting ready to start and the amount of time cleaning up and getting ready to leave. You will note that these categories are pre-printed on the observation form. (Examples of general comments of interest appear on the sample form).

3. Interaction & Activities

This section is designed to provide several kinds of information:

a. How frequently do certain categories of events occur?

b. What size group were the students in during the event?

c. What were the circumstances surrounding the event?

and in some instances:

d. How long did the event last?

The procedure for this section is as follows: Each time one of the events in either the student or teacher activity columns occurs record an arabic number in either the total group or sub-group column. (The total group column is appropriate when all of the students are working together). (The small group column is appropriate when the students are working individually or in two or more groups). Begin with number 1 each period; then number the events consecutively throughout the period. The comment section is provided in order that a very brief comment or key word may be used to explain each arabic number. (See example). NOTE: The events for the entire period should be numbered consecutively even though they are scattered between categories a through f. This system will allow the evaluation staff to reconstruct what happened during each period.

If a number of questions about the same thing occur in category a, the numbers may be bracketed as is shown in the sample. Also if a number of questions follow each other, it is of interest how long the questioning took. (Again see the example).

Explanation of Sample Form

Heading. This form was completed by observer number 2 at Alameda Junior High on Task 1 of the Communications Module, March 21, 1974. Eight pupils were present the day of the observation.

Media Section.

During the observation period, the students used two media forms in Tasks 1 & 2. They began with the sound/slide presentation, switched to the booklet, and finally used the booklet as they began Task 2. The media in each instance was used by the total group.

General Comments.

Some of the general comments relate to other parts of the observation form in the sample, others are simply given as examples of the kinds of comments that might be appropriate. Note that it took the students 5 minutes to get started and 3 minutes to get ready to leave.

The comment space is designed to capture your overall impressions of special or noteworthy events occurring during the period.

Interaction and Activities Section.

This section provides a sequential history of what happened during the period. By reading the Arabic numbers and comments in order, the sample allows the following reconstruction of events.

1. The pupils began as intended by viewing the slide tape as a total group.
2. Someone asked for help with the slide tape machine.
3. As the teacher helped with the machine, other students began to "horse around".
4. The teacher, discovering the machine was broken, directed the pupils to use the booklet instead.
5. Teacher stopped the horseplay and redirected the actions of the miscreants.
6. A pupil asked for help in finding a booklet.
7. A pupil did not understand the booklet.

8, 9, 10, 11. A number of questions were asked regarding what should be done following the booklet - 5 minutes were consumed.

12. The pupils broke up into groups at this point. (The observer is now focusing on one of the groups only).

13. The teacher redirected the leader to his proper group.

14. The small group assembled & began to discuss their task as intended.

15. The task was completed, the product (a report in this instance) was completed. The total group moved on to Task 2 as the time came to begin the cleanup/put-away procedure.

Footnotes

Obviously all that transpired during the period was not recorded. No observer should feel they must capture every single event or question. With experience and through use of the flow chart for the module being observed, observers will become increasingly capable of capturing the more significant questions, events, etc.

Should questions arise, do not hesitate to contact John Radloff, Jeffco Career Education Office - 423-7010.

SIMULATION OBSERVERS FORM-A

OBSERVER 1 [✓ 2] 3 4 5 6 7 8 9 10 SCHOOL [✓ 1] 2 3 4 MODULE [✓ 1] 2 3 4 DATE 3/21/74

Activity(ies) (Number or Title) (a) TASK 1 MARKET RES. (b) TASK 2 MEDIA RESEARCH

Number of pupils present 8

1. MEDIA

Media Used	✓	No. of Students
Booklets or Packets	✓ ✓	8 8
Sound/Slide (Slide/Tape)	✓	8
Video Tape		
Film-o-Sound		
Sound-Pages		
Overhead Projector		
Tape Recorder		

2. GENERAL COMMENTS
Time to get started 5 MINUTES

- MESSENGER INTERRUPTED TO READ A NOTICE

- FIRE ALARM SOUNDED - PUPILS OUT 10 MINUTES

- PUPILS DID NOT UNDERSTAND THE SLIDE/TAPE.

- THE SLIDE/TAPE MACHINE BROKE MIDWAY IN THE PRESENTATION

- THE PUPILS BOGGED DOWN SO BADLY THAT THE TEACHER HAD TO GIVE ALL DIRECTIONS.

Time to clean up to leave 3 MINUTES

3. INTERACTION & ACTIVITIES	FREQUENCY Total Group	FREQUENCY Sub Group	COMMENTS
The Students ... a. Ask teacher for directions, explanation, clarification, word meaning, etc.	2. 6. 7. 8. 9. 10. 11.	13.	2. ASKED FOR HELP WITH MACHINE 6. ASKED HOW TO FIND BOOKLET 7. DIDN'T UNDERSTAND BOOKLET 8, 9, 10, 11.- NEEDED HELP IN WHAT TO DO AFTER FINISHING BOOKLET (5 MIN.) 13. GROUP LEADER NEEDED HELP IN STARTING SMALL MEETING.
b. Participate as intended (No questions, no problems - activity is proceeding smoothly).	1.	12. 14.	1. SLIDE TAPE 12. PUPILS INTO 2 GROUPS 14. SMALL GROUP MEETING
c. Encounter a transition point (Complete the product for one activity and prepare to move on to another activity).	15.		15. MOVED TO TASK 2 AS BELL RANG

3. INTERACTION & ACTIVITIES	FREQUENCY		COMMENTS
	Total Group	Sub Group	
d. Spend time on activities other than those intended, such as horsing around, doing homework, sleeping, getting organized	3.		3. WHILE TEACHER TRIED TO FIX MACHINE
The teacher:			
e. Prompts activity by giving explanations, directions or clarification	4. 16.		4. INSTRUCTED PUPILS TO USE BOOKLET. 16. TEACHER DIRECTED PUPILS TO PUT MATERIALS AWAY.
f. Re-directs activities to make them consistent with module activities	5.	13.	5. STOPPED FOOLISHNESS 13. HELPED GROUP LEADER START

APPENDIX E:

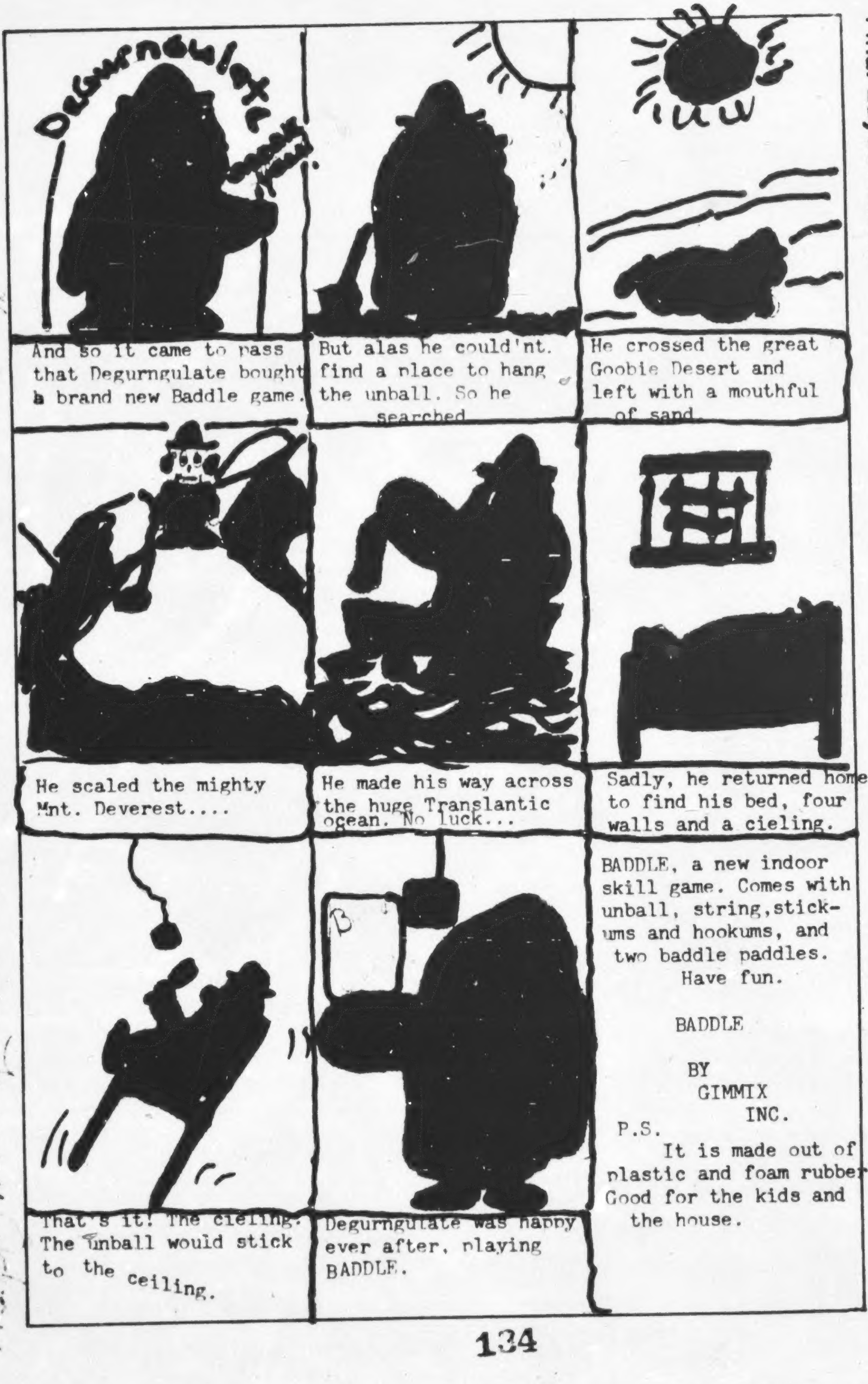
EXAMPLE OF STUDENTS' PRODUCT

FINAL MAGAZINE LAYOUT

Magazine Layout Artist

Final Layout Sheet

Davis + Davis



And so it came to pass that Degurngulate bought a brand new Baddle game.

But alas he could'nt. find a place to hang the unball. So he searched

He crossed the great Goobie Desert and left with a mouthful of sand.

He scaled the mighty Mnt. Deverest....

He made his way across the huge Translantic ocean. No luck...

Sadly, he returned home to find his bed, four walls and a cieling.

That's it! The cieling. The unball would stick to the ceiling.

Degurngulate was happy ever after, playing BADDLE.

BADDLE, a new indoor skill game. Comes with unball, string, stickums and hookums, and two baddle paddles. Have fun.

BADDLE

BY
GIMMIX
INC.

P.S.
It is made out of plastic and foam rubber. Good for the kids and the house.

Client Approval

Account Exec Approval